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ABSTRACT

This is one part of an evaluation of the Los Angeles Unified School District's Predominantly Hispanic, Black, Asian, and other Non-Anglo (PHBAO) student integration programs. The evaluation is based on data collected from staff, students, and parents during 1982-83, at schools that are at least 70% non-Anglo. This volume contains three Sections, A-C, out of six in the technical portion of the report. Chapter I introduces the report and provides a history of PHBAO programs. The evaluation design is described as having four analytic approaches: a harms analysis, an implementation analysis, an effectiveness analysis, and an analysis of achievement and attitude data. Chapters II-VIII present implementation and progress data for seven programs--Computer Assistance, Curriculum Alignment, Project Textbooks, Student-to-Student Interaction, Supplemental Counseling, Urban Classroom Teacher Program, and Bilingual Classroom Teacher Program. Chapter IX is concerned with measuring the changes in student attitudes. Chapter X presents findings related to the effectiveness of seven PHBAO programs. Chapters X-XIII presents findings related to the amelioration of the harms of low achievement, lack of access to postsecondary opportunity, interracial hostility and low self-esteem. Chapter XIV presents results of 1982 achievement and attitude tests, and Chapter XV, the overall summary and conclusions. Section B evaluates a program which prepares high school students for acceptance at professional health schools (MED-COR) and Section C evaluates a prekindergarten language development program. (Author/KH)

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1982-83

PUBLICATION NO. 436
PART I

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RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

UD023643

REPORT ON THE DISTRICT INTEGRATION PROGRAMS
1982-83
PUBLICATION NO. 436

A Report Prepared for the

Research and Evaluation Branch

of the

LOS ANGELES UNIFIED SCHOOL DISTRICT

July 1, 1983

LOS ANGELES UNIFIED SCHOOL DISTRICT

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REPORT ORGANIZATION

This document is the result of the combined efforts of several independent evaluations conducted through LAUSD's Research and Evaluation Branch. Each of these evaluations focused on one or more programmatic components or activities which operated during the 1982-83 school year. Specifically, the evaluations were concerned with the components of the PHBAO programs, the Permits With Transportation (PWT) program, the Magnet School programs, and the Year-Round Schools program (YRS). In keeping with the terminology of LAUSD's Submission to the Court, the latter four programs are referred to as programs for voluntary integration throughout this report.

The findings are presented in two separate reports: a technical report and an executive summary. The technical report consists of three volumes: findings from the PHBAO programs, findings from the voluntary integration programs, and appendices. The executive summary presents the highlights and recommendations from each evaluation.

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PHBAO PROGRAM
SECTION A

Evaluation Report
of
Predominantly Hispanic, Black, Asian,
and other Non-Anglo Programs

Submitted to

Los Angeles Unified School District

July 1, 1983

Evaluation Planning Team

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CHAPTER I: INTRODUCTION

PURPOSE

In the Court Order of September 1981, the Superior Court ordered the Los Angeles Unified School District to provide "...on or before July 15, 1983, a full report of the measures taken and results achieved under its (student integration) Plan..." As part of the Student Integration Plan, programs have been developed for schools that are predominantly (70%) Hispanic, Black, Asian and Other Non-Anglo (PHBAO). In response to the Court Order, this report serves as one piece of the evaluation of the PHBAO programs. The evaluation is based on data collected from school staff, students and parents during the 1982-83 school year.

BACKGROUND OF PHBAO PROGRAMS

On October 3, 1977, the Los Angeles Unified School District submitted to the Superior Court their student integration plan, Integrated Educational Excellence Through Choice. While acknowledging the negative consequences of segregation, the student integration plan excluded some 256,000 students who attended racially isolated minority schools. In response to the District plan, Superior Court Judge Egly requested that the District specify the efforts which would be made to alleviate the consequences of segregation. The Court also identified the following four ameliorants to the harms of racial isolation:

- Improvement in the self-esteem, aspirations and other personality-related dispositions of minority children;
- Improvement in academic achievement;
- Reduction in interracial hostility and the elimination of racial intolerance; and
- Increased access to educational resources and to post-secondary education opportunities.

In November 1977, the District identified seven types of assistance which would be provided to improve the quality of the racially isolated minority schools. In an attempt to prioritize the types of assistance to be made available by the District, the Integration Planning and Management Office conducted a survey of 219 principals in racially isolated minority schools in the Fall of 1978. The principals ranked the needs of these schools as follows: improved teacher quality, improved curriculum, reduced enrollment, improved housing, increased parental participation, preschool education, and year-round schools.

During the Spring of 1979, thirteen programs were developed to help meet the needs of racially isolated minority schools as identified above. In August 1979, Judge Egly issued the Minute Order Respecting Temporary Implementation of RIMS Component which required LAUSD to implement the RIMS program in 218 schools during the 1979-80 school year. During the 1980-81 school year, the number of schools in the program expanded to 264 and the number of programs increased to 16.

In 1981, the number of schools increased to 298 and the number of programs increased to 21 (programs are listed in Appendix A). A major change in the conceptualization of the program occurred in September 1981, when the Superior Court ordered LAUSD "...to end the use of terminology classifying Black, Hispanic, and Asian children as well as those of other non-Anglo ancestries as minority children..." since these children "...comprise the vast majority of the school population." Required by the Superior Court to substitute a neutral term for the previously designated racially isolated minority schools and students, the District adopted the terms PHBAO (Predominantly Hispanic, Black, Asian, and Other Non-Anglo) students, PHBAO schools, and PHBAO programs.

EVALUATION DESIGN

The 1982-83 evaluation for those schools that are predominantly (70%) Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) consisted of four analytic approaches: a harms analysis, an implementation analysis, an effectiveness analysis, and an analysis of achievement and attitude data. These four analyses are summarized briefly below.

1. Harms Analysis

This analysis examined the progress made by the Los Angeles Unified School District in reducing the four "harms of racial isolation." As indicated earlier, these include low achievement, low self-esteem, interracial intolerance and hostility, and limited access to post-secondary opportunities. In order to ascertain such progress, the following procedures were used:

1. High and low scoring schools were selected for each of the four harms, (e.g., schools that score higher on self-esteem and schools that score lower on self-esteem). Determinations of scoring status were based on existing and newly collected data.

2. A sample of PHBAO schools which share a common constellation of programs was selected.

3. As appropriate, staff, parent, and student data were collected to determine which particular practice(s) related to high- and low-outcomes on the "harm" variables.

Conceptually, this approach represented a significant departure from prior PHBAO evaluations. The schools, rather than the individual programs, were the unit of analysis. Hence, there was no attempt to relate individual PHBAO programs to progress with regard to specific harms. Similarly, there was no effort to make casual statements concerning specific programs and outcomes.

2. Implementation Analysis

A second focus of the 1982-83 evaluation involved collecting implementation data about seven programs as requested by the District's Office of Student Integration Options and the Office of Compliance - Integration. These seven programs are Computer Assistance, Curriculum Alignment, Project Textbooks, Student-to-Student Interaction, Supplemental Counseling, Urban Classroom Teacher Program, and Bilingual Classroom Teacher Program. The emphasis of this aspect of the evaluation was to (1) determine whether the seven programs were in place and (2) identify the implementation strategies associated with staff/parent perceptions of outcomes.

3. Effectiveness Analysis

A third focus was the survey of perceived effectiveness of all programs. Year-round schools and non-year-round schools were compared for 19 programs. The programs are: (1) Computer Assistance, (2) Curriculum Alignment, (3) Project Textbooks, (4) Student-to-Student Interaction, (5) Supplemental Counseling, (6) Bilingual Classroom Teacher Program, (7) Urban Classroom Teacher Program, (8) Administrative Development Program, (9) Selection of Department Chairperson, (10) Leadership Team Program, (11) Staff Development, (12) Language Acquisition, (13) Class Size Reduction, (14) Instructional Adviser Program, (15) Maintenance/Alteration/Improvement Program, (16) Project AHEAD, (17) Extension of the Primary School Day, (18) Articulation, and (19) Parent-Teacher Conference Program.

4. Analysis of Achievement and Attitude Data

Achievement and attitude data were collected in the Spring of 1983 as part of the District testing program. Elementary and secondary achievement was measured by the Survey of Essential Skills (SES) and the Comprehensive Test of Basic Skills (CTBS), respectively.

The 1982-83 achievement test data were analyzed from five perspectives:

1. Analysis in relation to norms - the spring, 1983 PHBAO test results were compared with relevant standards (i.e., at the elementary level, District standards for the SES; at the secondary level, national norms for the CTBS).

2. Analysis over time - the spring, 1983 scores were compared with the spring, 1981 and the spring, 1982 scores for those schools in the program for three or more years and with the spring, 1982 scores for those schools in the program for two years.

3. Analysis by length of program implementation - the spring, 1983 scores for schools in the program three or more years were compared with the 1983 scores for schools in the program for two years.

4. Analysis by type of teacher program - a comparison of the spring, 1983 test scores of those schools participating in the Urban Classroom Teacher Program and those in the Bilingual Classroom Teacher Program was made. Using the same UCTP and BCTP dichotomy, comparisons of scores over time and by length of program implementation were developed.

5. Analysis of school schedule - a comparison was made of year-round and non-year-round schools.

The full range of comparisons (i.e., items 1 through 5, above) will cover elementary schools. The range is somewhat restricted at the secondary level given the lesser variation in length of program implementation and school schedules.

The 1982-83 attitude data were analyzed from three perspectives:

1. Analysis in relation to norms - the 1982-83 SAM test results were compared with national norms as well as District norms.
2. Analysis over time - the 1982-83 SAM scores were contrasted with the SAM scores obtained during the 1980-81 and 1981-82 academic years. These contrasts were made in relation to national standardization samples.
3. Analysis by school schedule - the above two analyses were conducted for the non-year-round schools as well as the year-round schools.

In keeping with the analytic approaches presented above, the 1982-83 PHBAO evaluation objectives were:

1. To identify those general educational practices and procedures that are related to each of the four "harms of racial isolation," (i.e., low achievement, low self-esteem, interracial intolerance and hostility, and limited access to post-secondary opportunities).
2. To identify particular educational practices and strategies that are related to high- and low-outcomes on the "harm" variables.
3. To collect and document pertinent implementation and outcome data for seven designated programs.
4. To ascertain the overall effectiveness of all programs.
5. To compare year-round and non-year-round schools in terms of perceived program effectiveness, student achievement, and student self-esteem.

Data Collection

Data collection took place from February - May, 1983. All scheduling and data collection activities were conducted by trained PHBAO Advisors and were coordinated by the Research and Evaluation Branch's PHBAO Evaluation Unit.

For the four types of analyses described above, data collection included interviews, questionnaires, record reviews and observations. Respondents varied by analysis, but generally included school staff (principals and teachers), students, and parents.

Procedures, instruments, and sample are described separately for each evaluation component. The total sample list is included in Appendix B, and instruments are Appendix C.

REPORT ORGANIZATION

The following 14 chapters present evaluation findings to date. Chapters 2 - 8 present implementation and progress data for the seven programs.

Program findings are presented in the following organizational context: programs to improve teacher quality (Chapter II: Bilingual Classroom Teacher Program and Chapter III: Urban Classroom Teacher Program); programs to improve curriculum (Chapter IV: Computer Assistance, Chapter V: Curriculum Alignment and Chapter VI: Project Textbook); and programs to provide student support (Chapter VII: Student-to-Student Interaction and Chapter VIII: Supplemental Counseling). Chapter IX presents findings related to the effectiveness of all 19 PHBAO programs.

Chapters X - XIII present findings related to the amelioration of the harms of low achievement, lack of access to post-secondary opportunity, interracial hostility and low self-esteem. Chapter XIV presents results of 1982 achievement and attitude tests and Chapter XV presents the overall summary and conclusions.

CHAPTER II: BILINGUAL CLASSROOM TEACHER PROGRAM

PROGRAM DESCRIPTION

The Bilingual Classroom Teacher Program (BCTP) was developed to meet the needs of the national origin minority students who are required by state mandate (AB 1329) to participate in the Los Angeles Unified School District's Lau Plan. The intent of the BCTP is to (1) provide salary incentives to recruit and retain bilingual teachers at specific program locations and (2) improve the language services offered to Limited-English-Proficient (LEP) students.

The general goal of the BCTP is to have qualified bilingual teachers, i.e., those who meet credential or certification and fluency requirements, agree to perform additional assigned duties and responsibilities for two and one-half hours each week. The assumption is that these additional responsibilities will improve teacher quality by upgrading the curriculum, instruction, and services given to LEP students.

The BCTP developers believed that to achieve this goal, teachers and eligible support staff who possess an appropriate bilingual credential or a certificate and who are assigned to an approved Lau program school, would receive a salary differential amounting to $2,000 per school year. In addition, those teachers and eligible support staff whom the District had identified as having A-level fluency in a language of need, would receive a differential of $1,000 per school year. All contract bilingual teachers and staff who possess at least one of the following qualifications could apply for the BCTP: (1) Bilingual/Cross-Cultural Specialist Credential; (2) Multiple-Subject Credential with Bilingual/Cross-Cultural Emphasis; (3) Single-Subject Credential with Bilingual/Cross-Cultural Emphasis; (4) Bilingual Certificate of Competence; (5) Emergency Bilingual/Cross-Cultural Credential; and (6) A-Level Fluency on a District Examination.

Principals at schools participating in the BCTP are responsible for assessing the needs of their schools and for developing goals and objectives for their particular BCTP. In turn, by signing a written commitment form each BCTP participant is required to develop and implement an educational program that is designed to meet the desired goals and objectives of the particular school. The proposed programs must (1) be approved by the principal as functional and promoting the improvement of curriculum, instruction, and services to students, (2) involve a specific number of pupils, and (3) be carried out on a regularly scheduled basis.

METHODOLOGY

Sample

A total of 178 elementary (n=154), junior high (n=15), and senior high (n=9) PHBAO Program schools participated in the 1982-83 BCTP. From these eligible schools, 15 were selected for the program's evaluation. Included were five elementary, five junior high, and five senior high schools. The elementary and junior high schools comprising the school sample were randomly selected from the District's eight administrative regions, and the senior high schools from the District's Senior High School Division. Year-round schools were not included in the school sample.

From the 15 sample schools, 40 teachers were randomly selected from each of the three academic levels, i.e., elementary, junior high, and senior high. From the lower elementary level, kindergarten through second grade, five teachers were chosen; from middle elementary, grades three and four, four teachers; and from upper elementary, grades five and six, four teachers were selected. Fourteen junior high and 13 senior high teachers were also chosen. A representative sample was selected from the three grades at the junior high level and from the three at the senior high level. In all, 13 elementary, 14 junior high, and 13 senior high school teachers were included in the teacher sample.

In addition to the teacher respondents, there were 15 school administrators. All were principals, one from each sample school. Hence, a total of 15 principals comprised the principal sample and 40 teachers comprised the teacher sample for the 1982-83 BCTP evaluation.

Instruments

A structured interview format was the assessment procedure used to gather information for the BCTP evaluation. Two such instruments were developed. The first was a 28-item inventory designed especially for the principals. A 22-item structured interview format was used to solicit feedback from the teacher respondents. Both instruments contained forced-choice type items as well as open-ended items.

Data Collection Procedures

All of the teachers and principals participating in the BCTP evaluation were interviewed by a staff member of the Los Angeles Unified School District's PHBAO Program Evaluation Unit. Individual interviews were held at the home-school of each respondent where each was individually interviewed. In gathering feedback from the respondents, care was taken to maintain their anonymity, and all were informed that their responses would be treated confidentially and would be reviewed only by the PHBAO program evaluation staff.

EVALUATION ISSUES

The evaluation of the BCTP consisted of three foci. The first assessed the program's impact on the language services provided for LEP students. Specifically, determinations regarding the effects of the BCTP as it relates to curriculum improvement, instructional quality, and added support services were evaluated.

The second focus of the evaluation concerned itself with personnel matters related to the recruitment and retention of bilingual teachers. Specifically, this part of the evaluation sought to obtain information regarding areas such as the emotional impact of the two and one-half hour responsibility assignment, and the attrition pattern of bilingual teachers.

The third focus related to issues concerning the BCTP's implementation. In other words, exactly how did the BCTP function at the various PHBAO schools was an area of concern of this third component. Questions such as "How and to what degree were the school programs monitored?"; "What relationship existed between the District's Compliance Office and the BCTP school?"; and "How effectively were the two and one-half hours used in the schools?" were addressed in this evaluation.

The final component of the evaluation focused on securing from the principals and teachers their general reactions to the BCTP. The participants were thus requested to respond to three specific inquiries: (1) What I like best about the BCTP; (2) What I like least about the BCTP; and (3) The most important improvements that should be made regarding the BCTP.

DATA ANALYSIS

Improvement of Language Services

As previously mentioned, one major focus of the BCTP evaluation was to obtain information concerning the program's impact on providing language services for LEP students. The responses given by the teachers and principals to various aspects of this issue are presented below.

Non-English Curriculum. One assumption of the BCTP is that the extra work assignment given BCTP teachers will result in the upgrading of the non-English curriculum offered to LEP students. To determine whether this was a valid assumption was one concern of this evaluation. Only about half of the teachers interviewed (55%) agreed that the non-English curriculum taught by their school's BCTP staff had improved as a result of the program's implementation. One-third (33%) either denied or expressed uncertainty about this assertion.

Even fewer principals (40%) than teachers (55%) acknowledged improvements of their school's non-English curriculum as a result of the BCTP. Approximately one-fourth (27%) of these administrators admitted total ignorance about their curriculum as it relates to the BCTP.

At the same time, however, both the teachers and principals were extremely positive in their ratings of BCTP teachers with regard to their overall teaching effectiveness. Ninety percent of the teachers' ratings were in the "Very Strong" or "Strong" categories while 100% of the principals' ratings were in the same two categories.

Instructional Materials. The two respondent groups expressed far more doubt about the non-English language instructional materials that were used by the BCTP teachers at their schools. "Uncertain" responses were given by 32% of the teachers and 67% of the principals indicating indecisiveness about the quality and impact of these instructional materials with LEP students. Half of the teachers (50%) did, however, give positive ratings, i.e., "Very Strong" or "Strong," to their school's BCTP teachers' use of such materials. Only 33% of the principals responded accordingly.

Impact of BCTP at Schools. An inspection of Table 1 shows that those aspects which the teachers and principals rated as most influenced by the BCTP were student achievement and student/teacher interaction. Specifically, the two respondent groups indicated that the BCTP had its greatest impact on improving the achievement level of LEP students, and bettering the interaction between LEP students and their teachers. The groups did, however, clearly differ in their perceptions regarding the program's impact on improving instruction. When directly asked if at their school the quality of instruction given to LEP students had improved as a result of the school's BCTP, a large majority of the teachers (93%) responded in the affirmative. However, only about half of the principals (47%) concurred.

Table 1

Administrator and Teacher Ratings of the BCTP Impact on Their Schools

	Administrators (N=15)						Teachers (N=40)					
	Yes		No		Don't Know		Yes		No		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
Because there is a BCTP in your school, do you believe:												
- student absenteeism has decreased?	6	40	5	33	4	27	26	65	10	25	4	10
- parents of LEP students are more involved in their children's education?	10	67	3	20	2	13	30	75	9	23	1	2
- the achievement level of LEP students has improved?	12	80	0	0	3	20	40	100	0	0	0	0
- LEP students can successfully compete with mainstream English dominant students?	10	67	2	13	3	20	30	75	8	20	2	5
- the interaction between LEP students and their teachers has improved?	12	80	1	7	2	13	39	98	1	2	0	0
- the quality of instruction given to LEP students has improved?	7	47	3	20	5	33	37	93	2	5	1	2

When the teachers and principals were further queried about the BCTP's overall impact at their particular school, the following viewpoints were expressed. In general, the elementary teachers focused on the gains made because of the BCTP teachers' additional time commitment. For example, many thought the added two and one-half hours allowed teachers greater opportunities to work individually with students. The teachers also mentioned the absenteeism issue. Most believed that because BCTP teachers were able to meet students' individualized needs, the students became more confident about their academic skills and become more motivated to achieve. Consequently, the students showed a greater interest in attending school and more positive attitudes about their learning. The respondents considered these gains as by-products of the BCTP.

The remarks given by the junior and senior high teachers centered more on parent involvement, added support services, and improved teacher/student communication. Many of the secondary teachers' remarks reflected an increased awareness about the bilingual students' plight and their academic and social needs. Because of this increased awareness, the teachers felt they exhibited more caring toward students, they offered improved tutoring and counseling for students, and they were successful in increasing school attendance. In addition, the junior and senior high instructors believed the BCTP and its teachers had also caused their schools to show a greater sensitivity to the academic and social needs of the bilingual students. Hence, on PHBAO school campuses there was a climate of acceptance and concern for the LEP student. One result was that the parents of these students more strongly believe teachers provide assistance to their offspring and they (the parents) feel more comfortable visiting the school campus.

The sentiments expressed by the BCTP administrators also focused on increased parent involvement and greater motivation among LEP students. As was true for the elementary teachers, the principals also strongly believed absenteeism decreased as a function of the BCTP.

The one idea that pervaded the thinking of both the principals and teachers in the sample was that the long term benefits of the BCTP were not immediately measurable. Most believed the primary goal of the program, which is to increase LEP students' proficiency in English, can only be realized on a long term basis. Progress was thought to be slow in coming. More immediate payoffs were seen as (1) getting LEP students to achieve at grade level, (2) ameliorating LEP students' apprehensiveness concerning their academic endeavors, and (3) helping bilingual students find language and cultural acceptance.

The principals also made determinations about the confidence and competence levels of their BCTP staff in working with LEP students. On both accounts, all believed their staff were "extremely confident/competent" or "confident/competent" in working with LEP students.

Personnel Matters

The next issue addressed by the BCTP evaluation concerned the recruitment and retention of bilingual teachers. The feedback offered by the teachers and administrators regarding these two facets of the Program is summarized below.

Recruitment Issues. A synthesis of the teachers' and principals' comments revealed staffs were recruited for the BCTP either directly or indirectly. Direct recruitment procedures involved (1) being asked by one's school principal, (2) receiving a request from the District office, or (3) being recommended by other school administrators. By far the most popular of the three was the first. The school principal would notify eligible staff about the BCTP and then directly request that a particular individual participate. There were a small number of teachers in the sample who even believed they were coerced into participating. One elementary teacher stated, "I was told by my principal to participate."

Indirect methods were also used. At the elementary level, for example, faculty meetings and formal discussion meetings were scheduled for the purpose of disseminating information about the BCTP and distributing application forms to interested staff. At the junior and senior high levels, the primary recruitment procedures were via written communication. Bulletins, flyers, and announcements from the District office or from the local school were the means by which the secondary teachers learned about the BCTP. Notices in formal publications such as the District's periodicals e.g., the Spotlight and the Los Angeles Times, were also cited as channels through which teachers were recruited for the program. Some teachers commented they learned of the program by 'word-of-mouth' or through their attendance at "inservice activities where the needs of the bilingual student were thoroughly explained."

When asked to suggest general ways to improve recruitment for the BCTP, the following points were offered by the teachers and principals. Clearly, the respondents wanted the program to continue to be a voluntary one. Also, it was felt that information about the program should be carried to broader audiences, e.g., inform new teachers about the program, introduce the BCTP at the college level for student learning, and increase the number of district publications describing the program.

The principals and teachers were also requested to recommend ways or suggest incentives that the District might employ in its efforts to recruit staff for the BCTP. These responses are summarized below:

1. Allow one semester commitments to the BCTP so teachers can attend classes or engage in other educational activities the other semester.

2. Open BCTP to non-language people especially at the upper grades.

3. Lighten regular work assignment.

4. Increase salary differential.

5. Provide additional materials in the primary language.

6. Schedule more workshops that focus on how to better use the additional two and one-half hours per week.

7. Designate extra time for material preparation.

8. Provide additional training to teachers centering on the unique needs of LEP students.

9. Develop more inservice training.

10. Establish courses to inform teachers about global concerns of the BCTP and its constituents.

11. Eliminate the additional two and one-half hours per week work assignment.

12. Advertise the BCTP--increase public relations about the program.

13. Provide early training at the college level for potential bilingual teachers.

In keeping with the recruitment issue, it was also important to ascertain if the teachers and administrators believed the number of staff actually accepted for the BCTP actually matched up with their school's needs. Two-thirds of the principals responded "yes" and the remainder "no." Those agreeing with the assertion commented, "the number of teachers was adequate for the student ratio," and "there was a decline in the number of ESL students so the needs were met with no problem." The administrators who did not believe their school's needs were met by the number of assigned BCTP staff offered the following comments: "Need more teachers to meet student language needs;" "The number accepted does not match language groups--one teacher and three language groups;" and "Need more bilingual teachers - District puts up barriers for getting them."

An even lower percentage of the teachers (50%) believed a match existed between the number of accepted BCTP staff and their school's bilingual needs. Thirty-eight percent disagreed and 12% responded "don't know." There were three focal points of the teachers' comments. The first centered on the large number of students needing language assistance and requiring special attention because of their special needs. The teachers went on to say that there exists even a larger population of LEP students who need assistance from bilingual teachers but who are not currently in bilingual classrooms. Some considered the demand so high that it is compulsory that emergency credential teachers be hired.

The second focus of the teachers' comments dealt with basic subject area needs. For example, social studies was mentioned as a subject area where BCTP teachers are vitally needed. Yet, a sufficient number are available for mathematics courses. One teacher stated, "Our principal is aware of the needs in different subject areas in the ESL Department and as needs are determined he (the principal) is able to interview to get people for needed positions."

The third area of concern for the teachers was the specific groups needing language assistance. In some schools adequate bilingual teaching staffs are available. At others, they are not. Most often mentioned were the large Hispanic and Asian populations. For example, in some schools there exists large Asian populations but only a minimal number of BCTP teachers who speak the appropriate language. In particular, few Cambodian or Vietnamese teachers are available.

In summary, then, there were three areas of concern reflected in the teacher respondents' comments regarding their school's BCTP participants and their school's bilingual needs. There were (1) the large number of students requiring bilingual services, (2) the need for BCTP teachers to service specific subject matter courses, and (3) the match up of particular language speaking BCTP teachers with particular student language groups.

What was also an interesting finding was the mixed opinions voiced by the respondents regarding the BCTP's helpfulness in the recruitment of bilingual teachers for the various PHBAO schools. A large majority of the principals (60%) and one-third (33%) of the teachers denied this allegation. The fact that their schools already had bilingual teachers, that desirable schools are able to recruit bilingual staff regardless of the BCTP, that the number of bilingual teachers is limited by staffing personnel at the District office, and that teachers already implement programs similar to the BCTP were reasons given to support the disbelief that the BCTP had been helpful in recruiting bilingual teachers for a particular school site.

Retention Issues. Once staffs are recruited for the BCTP, what factors are operative in determining whether individual staff remain with the program? Thus, it was important to determine how various features of the BCTP impact on issues related to teacher retention. Examples of such factors are the financial stipend and the morale of participating and non-participating BCTP teachers.

1. Financial Stipend. The teachers expressed mixed opinions regarding the adequacy of the financial stipend. Only about half (58%) judged the amount as adequate. Forty percent of the remaining group considered the amount inadequate and freely provided these comments. "Just being a bilingual teacher requires more work;" "Not sufficient for the additional time spent in planning the 2 1/2 hours;" "Should be based on a percentage of the teacher's salary;" "Too much effort for too little money;" "It's a token amount for all the work you go through;" "I really work hard for the assigned time, but in other schools they don't work as hard;" and "The extra required hours extend beyond the stipend--teachers must deal with multilanguages and should therefore receive professional monetary compensation for a professional job. As a final note, a far smaller percentage of the principals (47%) believed their schools' BCTP teachers regarded the stipend as adequate. Many of the principals did admit, however, that they had not received negative feedback regarding the stipend matter and there had been few complaints concerning the actual dollar amount of the stipend.

2. Morale. The teachers and principals were also questioned about the effect of the extra work assignment on the morale of BCTP teachers and those teachers not involved with the program.

Table 2

Administrator and Teacher Ratings Regarding the BCTP on Teacher Morale

	Administrator (N=15)								Teacher (N=40)							
	Positive		No Effect		Negative		Don't Know		Positive		No Effect		Negative		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
What has been the effect of the extra 2 1/2 hours per week on the morale of BCTP teachers?	11	73	2	13	2	13	0	0	24	60	6	15	7	18	3	7
What has been the effect of the BCTP on the morale of teachers at your school who are not involved with BCTP?	1	7	13	86	1	7	0	0	5	13	19	48	13	32	3	7

As can be seen from the above data, the teachers and principals were highly positive regarding the effect of the assignment on the morale of BCTP teachers. Several reasons were given to support this belief. The most frequently mentioned were (1) teachers can contribute to the lives of young people, (2) teachers can make continuous contact with students, (3) teachers experience success when working with students, (4) teachers feel useful to both parents and students, and (5) teachers help students improve academically. The respondents' views concerning how the program affected the morale of non-participating teachers were far more mixed. For example, while an overwhelming majority of the administrators (86%) believed the BCTP had "no effect" on the morale of these teachers, only 48% of the teachers concurred. Almost a third of the teachers (32%) thought the program negatively impacted on the non-participating teachers' morale. In general, the belief that all teachers provide additional services, that all teachers should be treated equally, and that all teachers work without the benefit of an adequate salary were the explanations given by the teacher respondents to support their belief concerning the BCTP's negative impact on the morale of non-participating BCTP teachers.

3. Helpfulness in Retaining Teachers. The majority of the teachers (70%) and administrators (60%) responded "yes" when asked, "In general, has the BCTP proved helpful in retaining bilingual teachers at your school?" The respondents who gave "no" responses believed

(1) the BCTP was not a factor in the retention issue, (2) the BCTP had no effect on retaining teachers, (3) that teachers remain at schools regardless of the BCTP, and (4) bilingual teachers go wherever there is an apparent need.

4. Willingness to Sign BCTP Commitment Forms. Each principal was also asked to indicate the percentage of staff who participated in the BCTP and the willingness of staff to sign BCTP commitment forms. Regarding the first issue, the percentage of participating BCTP teachers, the percentage ranged from a low of 2% to a high of 62% at the 15 sample schools. Concerning the second issue, the commitment forms, a definite majority of the principals (87%) indicated a readiness on the part of their school staff to sign BCTP commitment forms. Some of the reasons the principals gave to explain why their staff were inclined to sign the BCTP commitment forms were: (1) staffs saw the bilingual "need", (2) staff already spent extra time with bilingual students, and because (3) staff could volunteer.

Program Implementation

The third and final component of the BCTP evaluation dealt with issues related to the program's implementation, e.g., Was adequate information about the nature and implementation of the BCTP provided by the District office? What types of activities were implemented during the two and one-half hours time period? In addition, the principals were requested to respond to questions dealing with their school's needs assessment and its relation to the BCTP.

Information from District Office. Because most of the information about the BCTP was disseminated from the District's central office, it was necessary to ascertain whether such information was deemed adequate and also to determine if problems were encountered during the dissemination process. From the feedback received, it was learned that approximately two-thirds of the teachers (67%) in the sample judged the information as adequate. However, there were some teachers who were not pleased. A number stated that they were only able to obtain requested information from their local school, not from the District office. Others wanted the District to prepare and disseminate more adequate information concerning "how the BCTP participants are expected to perform their duties, and more descriptive goals about the BCTP." One respondent commented, "It was not clear if I had to work with one language group or several." There were also those teachers who acknowledged receiving adequate information from the District office, but judged the office to be highly inefficient. The comment given was, "No one knew what to do; I was very frustrated whenever I called downtown; I was always given the run-around about the BCTP."

Two and One-Half Hours Work Assignment. It was the consensus of both the teachers (70%) and administrators (67%) that the BCTP staffs at their respective schools "effectively" used the time allotted for the additional work assignment. A wide variety of activities were reported implemented during the designated time. The most popular activities included tutoring (individual and small group), small group instruction, counseling (parents and students), sponsorship of cultural activities, advisement for cultural activities (Menudo Fan Club and Korean Clubs), parent involvement (telephone calls, letters, personal contact), and provision of bilingual assistance in health and attendance offices.

Although many different types of services were considered by the respondents to come under the rubric of bilingual activities, clearly, tutoring, counseling, and parent contact were the most valued. The need for LEP students to receive direct instruction, the concern that these students spend as much time as possible learning, the opportunity for BCTP to reinforce regular class instruction, the chance for LEP students to acquire needed academic skills and to develop their oral language ability, and the opportunity for schools "to create an atmosphere where LEP students know help is available in their own languages" are but a few of the reasons given by the administrators and teachers to support their conviction regarding the merits of bilingual tutoring which was rated the most important bilingual activity.

Monitoring Procedures. Another extremely important aspect of the BCTP involved the program's actual implementation at the various PHBAO schools and the mechanisms established to oversee each program's implementation. The feedback from the principals and teachers was consistent. First, the majority of the respondents named the school's bilingual coordinator as the person primarily responsible for monitoring the school's BCTP. Also mentioned were the school principal and vice principal. A second finding was that there were a vast number of procedures used to monitor the programs. By far, the most popular were classroom observations, student sign in-and-out rosters, teacher maintenance and activity logs, and monthly reports. Third, the extent to which the various BCTPs were monitored varied from school to school. Some had formal monitoring procedures, e.g., regularly scheduled meetings. Others had more informal procedures, e.g., personal contacts with teachers. Lastly, at some schools there was a total absence of any monitoring procedure. The programs just functioned. For as one teacher commented, "The BCTP staff works on an honor system. The administrator knows we will fulfill our commitments so there's no need to check or monitor our activities."

Bilingual Needs Assessment. One mandate of the BCTP was that the PHBAO school principals assess the needs of their school in order to develop specific goals and objectives for their particular BCTP. The identification of the procedures used for this assessment was an important aspect of the program's evaluation. Hence, the principals were asked to explicate the process or processes used during this needs-assessment phase of the BCTP.

Surprisingly, there were as many different procedures used to complete the schools' needs asssessment as there were school principals in the sample. The procedures ran the gamut from teachers, Lau coordinators, or the principals making the assessment to there being no assessment. Some principals remarked that the needs of a BCTP are identical to the needs of a regular school program. Hence, it was not necessary to conduct an elaborate needs assessment. Others admitted their assessments were based largely on feedback received from individual teachers or from teachers during departmental meetings. There were even those principals who confessed either making no such assessment or acknowledged uncertainty about whether an assessment was ever made. As one principal commented, "I'm sure we used something. The teachers are doing what I think needs to be done." It was also interesting to learn that although the principals used a variety of procedures to assess their school's bilingual needs, 87% responded "no" when asked if assistance was needed in order to carry out this assessment.

Overall Appraisal of BCTP

The subjective viewpoints regarding the best and least liked aspects of the BCTP were also solicited from the 15 school principals and the 40 elementary, junior high, and senior high teachers. In addition, the respondents offered specific recommendations they believed would improve the overall BCTP.

Best Liked Aspects of BCTP. An analysis of the responses made to the interview item, "What I liked best about the BCTP is" revealed the features most favored. All of the features dealt with benefits the respondents believed the participating BCTP teachers derived being involved with the program and the benefits the students derived from being serviced by the program.

Three specific teacher benefits were most often mentioned--monetary, professional recognition, and professional growth. First, it was the consensus of both the teachers and principals that the salary differential definitely served as an incentive for the participating BCTP teachers. The belief was that the stipend is valued because teachers are currently underpaid for their hard work and the BCTP stipend affords them an opportunity to obtain extra needed money. Second, the respondents were of the opinion that those participating in the BCTP receive special professional recognition from their colleagues and that the participants are valued because they possess a skill all do not possess, i.e., language fluency. The third and final teacher benefit was thought to be the professional growth BCTP teachers experience as a function of their involvement with the program. As one respondent remarked, "BCTP teachers are given the opportunity to meet and interact with different students and engage in activities which prove helpful to the student but that also reward the professionalism of the particular BCTP teacher."

The second general finding related to the benefits the respondents believed students derive from being serviced via the BCTP. The feature of the program judged most important was "the extra academic assistance provided for LEP students." In addition, the supplemental instructional time and tutoring given students were also considered valuable for the improvement of LEP students' confidence and the enhancement of their self-worth.

Least Liked Aspects of the BCTP. Three key areas were mentioned most frequently as the least liked aspects of the BCTP. The first dealt with programmatic concerns. Examples included (1) the lack of follow through by the District office in removing non-commitment signers from school sites, (2) the necessity for students to remain after regular school hours to receive tutoring, individual assistance, etc., (3) the numerous constraints put on BCTP's by the District office, (4) LEP students' lack of participation at tutorial activities, (5) the consuming time requirement (extra work time) needed to function as a BCTP teacher, (6) the scarcity of needed materials and resources, (7) the ability to use the two and one-half hours for the preparation of materials, (8) the low financial stipend, and (9) the large quantity of paperwork and recordkeeping.

A second set of negatively perceived aspects of the BCTP focused on procedural matters. Most often mentioned were the inflexibility imposed by the District office in hiring additional bilingual teachers, and the lack of volunteerism in getting staff to participate in the program.

Third, the respondents were concerned about morale issues. Some BCTP teachers were quite adamant in stating their discomfort in receiving differential pay when their colleagues do not. The concern was that this practice divides faculty--setting one group above the other.

Suggested Program Improvements. Many of the suggestions for improving the BCTP came directly from the respondents' opinions regarding the best and least liked aspects of the program.

The recommendations offered by the administrators dealt primarily with recruitment and implementation procedures. Some of the more popular ones were (1) greater flexibility for individual schools to adjust the two and one-half hours work assignment, (2) expansion of the work assignment time to a 2 1/2 hours to 5 hours range to be used at the discretion of the teacher, (3) opportunities for LEP students to receive bilingual services before regular school begins, (4) voluntary involvement of participants, and (5) freedom for schools to establish their own bilingual programs rather than having the programs mandated by the District office.

The teachers' suggestions focused on areas such as monetary concerns, scheduling problems, material and curriculum issues, and increased program visibility. Specifically, the teachers indicated a need for funding in order to purchase required bilingual materials. Closely related to this recommendation was a request for the establishment of a bilingual curriculum center where teachers could secure resources on an as-needed-basis. Another suggestion was that a portion of the two and one-half hours work period be designated for the preparation of materials.

Other teachers recommendations focused on District matters. For example, there was an expressed desire for more interaction between BCTP teachers and District personnel. One suggestion was for the District to sponsor in-service training focused primarily on the preparation of bilingual reading materials. The participating teachers were also hopeful that the District would engage in more activities solely designed for the purpose of making the BCTP more visible. Public relations activities such as the publication of newspaper articles in the Spotlight and the Senior High School news were mentioned. The rationale was twofold. First, by channeling more information into the public arena about the BCTP, interested teachers would become knowledgeable about the program and hopefully the teacher applicant pool would markedly increase. Second, additional exposure about the BCTP and its merits would likely result in the participation of a greater number of students. The teachers also recommended that there be regularly scheduled meetings where participating BCTP teachers could share instructional ideas, curriculum materials, and solutions to problems common to the BCTP. It was the hope of the teachers that these meetings be sponsored by the District. The teachers believed also that the District office should make more explicit the goals and objectives of the BCTP and also provide the participants with specific strategies for realizing these objectives. A few teachers commented, "Those in charge at the District office should have first hand knowledge and experience about the bilingual child and know how to educate that child."

Other suggestions included (1) scheduling more flexible hours for tutoring, e.g., morning and afternoon sessions, (2) allowing teachers a choice regarding their participation in the BCTP, (3) increasing the number of bilingual teachers at PHBAO schools, (4) assigning qualified bilingual teachers for each language group, and (5) eliminating the student attendance logs.

SUMMARY

The discussion of the findings is organized according to the three foci of the BCTP evaluation, i.e., the program's impact with regard to the improvement of language services provided to Limited-English-Proficient (LEP) students, the recruitment and retention of bilingual teachers, and the program's implementation at the various PHBAO schools.

Improvement of Language Services

In relation to the program's first goal, the two respondent groups gave differing views when questioned about the BCTP's impact on providing language services for LEP students. For example, only 55% of the teachers and 40% of the principals agreed with the assertion that "the non-English-curriculum taught by their school's BCTP staff had improved as a result of the program's implementation." It was surprising to learn, however, that these same respondents gave extremely positive ratings to their BCTP teachers with regard to their overall teaching effectiveness. There were also mixed opinions regarding the non-English instructional materials used at the PHBAO sample schools. A third of the teachers (32%) and as many as two-thirds of the principals (67%) were uncertain about the quality and the impact of these instructional materials with LEP students.

The two respondent groups were also questioned about the overall impact of the BCTP at their respective schools. Clearly, improved student achievement and better student/teacher interaction were the two aspects the respondents believed were most influenced by the BCTP. However, the two respondent groups did not agree that the quality of instruction given to LEP students had improved as a result of the school's BCTP. A definite majority of the teachers felt the BCTP had improved the quality of instruction, but only 47% of the administrators agreed with this position.

The respondents also provided the interviewer with open-ended responses focusing on the impact made by the BCTP at their respective schools. Several trends are worth noting. First, the elementary teachers were most pleased with the educational gains made as a result of the BCTP's teachers' additional work assignment. They were of the opinion that more time allowed them to work individually with students which resulted in improvements in students' self-confidence and achievement level, and increased motivation for students to attend school on a regular basis. The secondary teachers, on the other hand, believed that improved parent involvement, added support services, and enhanced student/teacher communication were the by-products of the BCTP. These junior and senior high teachers also felt their school's social climates and ethnic/cultural awareness had increased as a result of the BCTP.

All agreed the immediate payoffs of the BCTP were (1) getting students to achieve at grade level, (2) ameliorating LEP students' apprehensiveness concerning their academic endeavors, and (3) assisting bilingual students in their quest for language and cultural acceptance. However, the teachers and principals thought the program's primary goal, which is to upgrade LEP students' English language proficiency, would only be realized on a long-term basis.

Although the primary purposes of this phase of the evaluation was to gather evaluative data directly related to the BCTP's impact on the improvement of language services offered to LEP students, another finding emerged during the data-analysis phase. In examining the respondents' feedback concerning the various areas associated with the improvement of language services, e.g., the non-English curriculum and the non-English language instructional materials, it became increasingly clear that some respondents were confused about the two bilingual programs that exist with LAUSD -- the Bilingual Classroom Teacher Program (BCTP) and the District's Bilingual Program. This lack of clarity was most noticeable in the responses related to curriculum matters. Although the BCTP is concerned with curriculum issues because of its goal of improving language services, curriculum matters are the major concern for the District's Bilingual Program. Obviously there were some respondents who did not know of the existence of the two distinct programs and/or who were unclear about the specific goals of the two programs. Because of this finding caution must be exercised in the interpretation of this phase of the evaluation.

Recruitment and Retention

The BCTP's second primary goal, improved recruitment and retention of bilingual teachers, was viewed quite differently by the principals and teachers in the evaluation sample. Only one-third of the administrators (33%) responded "yes" when asked if the BCTP was helpful in recruiting bilingual teachers. Forty percent of the teachers agreed. A larger percentage of the administrators (60%) were of the opinion that the BCTP had a positive effect in retaining bilingual teachers. Of the teachers sampled, 70% agreed. What was clear was that the BCTP made a greater impact on retaining rather than on recruiting bilingual teachers at PHBAO schools.

With regard to the recruitment issue, all of the respondents agreed that bilingual staffs are recruited either by direct or by indirect means. Direct procedures involve activities such as being asked by one's principal, receiving a request from the District central office, or being coerced by school administrators. Indirect procedures include disseminating program information at faculty meetings, distributing flyers and bulletins from the district office, and communicating by word-of-mouth.

Related to the recruitment issue was the finding that two-thirds of the principals and half of the teachers sampled believed a match existed between the number of BCTP staff at their school and their school's bilingual needs. The comments proffered by the respondents disagreeing with this assertion were three. They were (1) there are far too many students who are in need of bilingual services; (2) there are not enough bilingual teachers to service basic subject areas such as social studies; and (3) there are too few bilingual teachers for certain language groups such as the Cambodian and the Vietnamese.

Once teachers are recruited for the BCTP, what factors operate in determining whether teachers remain with the program? The first is the salary differential given to BCTP participants. From this evaluation it was learned that slightly over half of the teachers (58%) and slightly less than half of the administrators (48%) judged the amount of the differential as adequate. Second, in relation to the morale issue--the morale of BCTP and non-BCTP teachers--there was a tendency for both the teachers and principals to give positive ratings to the effect of the BCTP on the morale of BCTP teachers.

They differed in their opinions, however, concerning the morale of non-BCTP teachers. The majority of the administrators (86%) believed the BCTP had "no effect" on the non-BCTP teachers' morale, while only 48% of the teachers in the sample concurred. In general, however, both respondent groups were favorable concerning the BCTP's helpfulness in retaining bilingual teachers at PHBAO schools.

Program Implementation

The third component of the BCTP evaluation, determining how the program was implemented, resulted in several interesting findings. The first dealt with whether adequate information about the nature and implementation of the BCTP was provided by the District office. Two-thirds of the teachers (67%) responded "yes." The need for there to be information disseminated from the District office rather than from only the local school, the need for there to be adequate information about the work duties of BCTP teachers and about the program, and the need for the establishment of a more efficient District office were three of the most frequently mentioned comments coming from those who were displeased with the information received about the BCTP.

Another implementation issue related to the two and one-half hours work assignment. The majority of the teachers (70%) and principals (67%) believed the BCTP staffs at their respective schools effectively used the work assignment time. Also, there were a variety of activities implemented during this time period. However, tutoring, counseling, and parent contact were by far the most valued. Also, it was found from this evaluation that the procedures used to monitor the various BCTPs varied from school to school. And, some BCTPs were monitored, others were not.

Another intent of this evaluation was to ascertain what transpires during the needs assessment phase of the BCTP. Surprisingly, it was found that there were as many different procedures used to complete a school's needs assessment as there were principals in the sample. In addition, some administrators were actively involved in this assessment phase while others were not. Hence, there were principals in the sample who knew a great deal about their school's bilingual needs and whether these needs were addressed by the BCTP. Other principals knew little or nothing about their school's needs and even less about their school's BCTP.

RECOMMENDATIONS

In keeping with the findings of this evaluation, the following recommendations are considered of highest import:

1. That the District engage in public relations activities designed to provide greater visibility of the BCTP.

2. That there be regularly scheduled meetings for personnel to exchange information and ideas regarding such matters as successful instructional activities that can be implemented by bilingual classroom teachers.

3. That there be made available a greater surplus of non-English instructional material and textbooks.

4. That there be time allotted for the preparation of non-English instructional material.

5. That there be established a non-English curriculum library where teachers can secure needed materials.

6. That there be established a formalized procedure for principals to use in the implementation of their school's bilingual needs assessment.

7. That the District establish on-site observations to oversee the monitoring procedures used by individual BCTP schools.

8. That there be a serious attempt to increase the number of bilingual teachers for specific subject matter courses and for specific language groups.

9. That there be a serious attempt to increase the salary differential for BCTP staff.

10. That all staff, both teaching and non-teaching, receive intensive inservice regarding the goals and purposes of the District's two bilingual programs, the Bilingual Classroom Teacher Program and the Bilingual Program.

CHAPTER III: URBAN CLASSROOM TEACHER PROGRAM

PROGRAM DESCRIPTION

The Urban Classroom Teacher Program (UCTP) has the following goals: to recruit and retain teaching staff, to improve teacher quality, and to provide students with additional services such as student interest clubs and additional school tutoring. Teachers in the 120 schools with the program receive a lump sum differential (salary increment) and assume curricular and extra-curricular responsibilities for an additional 2.5 hours a week.

METHODOLOGY

This aspect of the evaluation addressed both implementation and progress issues. Implementation issues included procedures for obtaining teacher participation, procedures for identifying school needs, and payroll procedures. We also assessed staff perceptions of programmatic progress in improving teacher stability and providing additional student services. Finally, we obtained staff perceptions about morale and the lump sum differential. These issues were addressed through structured interviews with staff in 20 UCTP schools.

Table 1 presents the school sample by category and school level. The total sample consists of nine groups.

Table 1

Urban Classroom Teacher Program
School Sample by Category and School Level

	Category		
School Level	I	II	III
Elementary	6	3	3
Junior High	2	1	1
Senior High	2	1	1

Schools were sampled randomly within categories with the caveat that 1982 test data were available for each of them. The larger sample of elementary schools reflects the fact that there are more elementary than junior or senior UCTP schools. The larger number of Category I schools in relation to Categories II and III reflects an effort to obtain data about Catagories II and III despite the fact that they will be discontinued by the Fall of 1983.

At each school, interviews were conducted with the principal and 4 randomly selected academic curriculum teachers. As appropriate, we also interviewed non-signers and Bilingual Classroom Teacher Program teachers. Table 2 presents the respondent sample.

Table 2

Urban Classroom Teacher Program
Respondents by Type, Category, and School Level

	Category/School Level								
	I			II			III		
Respondent Type	E	J	S	E	J	S	E	J	S
Principal	6	2	2	3	1	1	3	1	1
UCTP Teachers	24	8	8	12	4	4	12	4	4
Non-Participants	0	0	0	1	2	0	1	0	0
BCTP Teachers	0	0	0	6	1	1	2	2	1

The respondent sample totaled 118: 20 principals, 80 UCTP teachers, 5 non-participants, and 13 bilingual teachers.

FINDINGS

Data are presented below in terms of implementation issues and progress toward overall goals.

Implementation Issues

Implementation procedures were consistent across all school levels and categories. Moreover, staff were generally positive about implementation procedures. Im most schools, the process for obtaining teacher participation involved the principal describing program requirements and teachers signing commitments. In about 15% of the schools, the previous year's program (and teachers) simply continued into the next year. As in the previous year's evaluation, we identified fewer than 2% of teachers at any school who were non-signers. In our data collection sample, there were no non-signers in Category I schools and only a few non-signers in Category II and III schools.

The most frequently used process for needs assessment was the staff evaluations of and suggestions about the school's program. At the elementary level, test scores were also used to identify student needs. The majority of staff felt the needs assessment procedures accurately identified school/student needs.

Most staff reported there had been no payroll difficulties with the UCTP differential. The 13 respondents reporting problems indicated that the processing was slow, the method of payment was inappropriate, and the process imposed an extra burden on clerical staff. The majority of the respondents either did not know whether there had been improvements or felt there had been no improvements in the payroll process.

Regarding perceptions of the lump sum differential, teachers reported they were not concerned about possible differences for UCTP and BCTP teachers. The majority of UCTP teachers felt the lump sum differential was inadequate. At least 70% of all Category III respondents and Category I elementary and junior high respondents felt the differential was inadequate. Category II respondents and senior high Category I respondents were most positive about the differential; Category III respondents were the most dissatisfied.

Table 3 presents UCTP staff perceptions of the adequacy of the lump sum differential.

Table 3

Urban Classroom Teacher Program
"Is the Lump Sum Differential Adequate Compensation for the Extra Duties?"
UCTP Staff Responses by School Level and Category

	Category I			Category II			Category III		
School Level	N	Yes	No	N	Yes	No	N	Yes	No
Elementary	30	30%	70%	15	60%	40%	15	20%	73%
Junior High	10	20%	70%	5	40%	60%	5	20%	80%
Senior High	10	100%	0	5	60%	40%	5	0	100%

Percentages may not total 100% due to Don't Know responses which were excluded.

Most respondents who felt the differential was inadequate reported that they spend more than 2 1/2 hours per week in teaching, planning, and other UCTP activities.

In general, the BCTP teachers also reported that the compensation was inadequate and gave the same explanation as the UCTP teachers. Table 4 presents BCTP teachers' perceptions of the adequacy of the lump sum differential.

Table 4

Urban Classroom Teacher Program
"Is the Lump Sum Differential Adequate Compensation for the Extra Duties?"
BCTP Teacher Responses by School Level and Category

	Category I			Category II			Category III		
School Level	N	Yes	No	N	Yes	No	N	Yes	No
Elementary	0	-	-	6	1	5	2	2	0
Junior High	0	-	-	1	0	1	2	0	2
Senior High	0	-	-	1	0	1	1	0	1

As is evident from Table 4, only elementary teachers felt the compensation was adequate.

Most respondents felt the extra 2 1/2 hours weekly had a negative effect on teacher morale. As Table 5 indicates, the effect on morale was viewed most positively by Category I staff and least positively by Category III staff.

Table 5

Urban Classroom Teacher Program
Effect of the Extra 2 1/2 Hours Weekly on Teacher Morale
UCTP Staff Responses by School Level and Category

	Category I			Category II			Category III		
School Level	Positive	No Effect	Negative	Positive	No Effect	Negative	Positive	No Effect	Negativ
Elementary	27%	20%	40%	13%	27%	47%	0	13%	53%
Junior High	50%	10%	10%	20%	60%	20%	20%	20%	40%
Senior High	70%	10%	20%	20%	0	80%	0	80%	20%

Percentages may not total 100% due to Don't Know responses which were excluded.

Of the 13 BCTP teachers, five did not know the effect on morale, four felt the effect was negative. None of the BCTP teachers felt that the extra 2 1/2 hours weekly had a positive effect on morale.

Staff who reported a positive effect on morale commented that increases in student achievement and self-esteem increased staff morale. Staff who reported a negative effect on morale indicated that assignments/schedules were unfair, the differential was inadequate, and the use of different payment categories was unfair.

Programmatic Issues

Tutoring is by far the most frequently undertaken extra activity: in six of the nine category by school level groups, 100% of the respondents indicated their schools conducted extra tutoring. Of the remaining three groups, no fewer than 50% of the respondents were involved in tutoring. Interest clubs, parent conferences, and supervision were also frequently listed as additional activities performed.

More than 2/3 of all respondents felt that teachers had been consistent in performing the additional tasks and at least 50% of all respondent groups (except Category II junior high respondents) rated the quality of activities as good to excellent. Only 33% of Category II junior high respondents rated the quality of activities as good to excellent, while 67% rated them as fair to poor. Fewer than 20% of any of the remaining groups rated the activities as fair or poor.

Not unexpectedly, tutoring was seen by the majority of all respondents as the single most beneficial activity for students.

Respondents were not as uniformly positive about efforts to promote staff stability as they were about extra activities for students. Recruitment efforts were rated as effective or very effective by Category I elementary respondents (53%) and senior high respondents (80%) and by Category II elementary respondents (62%). For all other groups, 1/3 or fewer of the respondents felt recruitment activities were effective or very effective.

Respondents were more positive about efforts to retain staff. Retention efforts were viewed as effective or very effective by at least half of the Category I elementary respondents (56%), junior high respondents (50%), and senior high respondents (60%) and by Category II elementary respondents (66%) and junior high respondents (50%). For the remaining groups, from 14% (Category III junior high respondents) to 34% (Category II senior high respondents) rated retention as effective or very effective.

At least 20% of respondents in all groups didn't know whether absenteeism had increased or decreased since the UCTP began. Of those who did know, the largest percentage (at least 30% of all groups except Category I and II senior high schools) reported absenteeism was the same as before.

Overall quality of teaching staff was viewed as somewhat to very much improved and many respondents reported that school staff were more committed than they had been in the past. UCTP was regarded quite highly in terms of improving the quality of education for students. At least 50% of the respondents in all groups (except Category I senior high respondents) reported that the quality of education for students was somewhat to very much improved. Table 6 presents this data.

Table 6

Urban Classroom Teacher Program
Improvements in the Quality of Education
by Category and School Level

	Category I				Category II				Category III			
School Level	N	Not at All	Somewhat	Very Much	N	Not at All	Somewhat	Very Much	N	Not at All	Somewhat	Ver Muc
Elementary	30	7%	36%	50%	19	11%	42%	32%	17	12%	59%	29
Junior High	10	0	40%	60%	6	33%	17%	50%	7	29%	71%	0
Senior High	10	10%	40%	30%	6	33%	34%	33%	6	0	33%	17

Percentages may not total 100 due to the exclusion of Don't Know responses.

Aspects of the UCTP that respondents liked best included the extra time they spend with students and the contact with parents. Aspects of the program that respondents liked least were the extended work day, additional paperwork and monitoring, and the amount/categories of the lump sum differential.

SUMMARY

Our evaluation of the UCTP suggests that the program is progressing quite well, both procedurally and in terms of its overall goals. Across the board, school staff responded positively to procedures for obtaining teacher commitments, procedures for assessing school needs, and payroll procedures. Teacher dissatisfaction was expressed in two related areas: (a) compensation in relationship to the actual amount of extra time spent and (b) differences in compensation among the three UCTP categories. Dissatisfaction with the lump sum differential was most pronounced for Category III staff.

Programmatically, the staff view the UCTP in a positive way. Tutoring and the special interest clubs are the two activities most frequently undertaken and teachers report that tutoring is the single most beneficial activity provided. Teachers report that tutoring is provided consistently and that it is of good quality.

Activities related to school staff stability were not rated very highly. In particular, recruitment at the senior high level was not viewed as very effective and teacher absenteeism was judged to be about the same as before the program began.

However, the overall quality of teaching staff was perceived to be somewhat improved and teachers felt the staff at their schools were "more committed" than in the past. Similarly, most teachers felt the quality of education had been improved "somewhat" to "very much".

Teachers felt the program's most important aspect was the extra time they were able to spend with students. Suggestions for improvement included (a) increasing the salary differential and (b) eliminating category distinctions.

RECOMMENDATIONS

We recommend that:

1. The District consider the possibility of eliminating the category distinctions within the UCTP.
2. The District administrators strive to improve stability among the UCTP staff.
3. There be efforts to recruit, retain, and reduce UCTP teacher absenteeism.
4. There be a serious attempt to increase the salary differential for UCTP staff.

CHAPTER IV: COMPUTER ASSISTANCE

PROGRAM DESCRIPTION

The Computer Assistance Program supports the utilization of hardware (computer equipment) and software (computer programs/systems) in 20 schools located in high transciency areas. The two available systems are: 1) the Student Data System (SDS) including student identification (ID), class lists, and report generating capacity and 2) the Computer Managed Instruction (CMI)--Reading, LAUSD. Utilization of these systems is aimed at reducing record-keeping tasks related to scheduling, placement, and grading students and at facilitating instruction specific to identified student needs.

METHODOLOGY

Sample

Respondents from all 20 target schools were involved in the study. Using a purposive sampling method, all principals, computer assistance coordinators, and 4th and 6th grade teachers from each of these schools were part of the sample.

Data Collection Procedures

Questionnaires were distributed to the principals and teachers in the sample. Twenty were retrieved from the principals and 101 from the teachers, representing a 100% return rate for both groups. Semi-structured interviews were held with each of the 20 computer assistance coordinators.

EVALUATION ISSUES

This study addresses: 1) the manner in which each system is used, 2) the perceived benefits of the program, 3) the nature of support given to program implementation, and 4) participant recommendations for program improvement.

DATA ANALYSIS

System Utilization

From interviews with the Computer Assistance Coordinators, it was learned that the student identification sub-system (SDS) was operative in all schools. Only in one instance did the coordinator suggest limited use of the ID series in preference for the Computer Managed Instruction-Reading (CMI) sub-system. The frequency with which reports are generated from the ID systems ranges from daily, to twice monthly, to monthly, with responses being fairly evenly distributed between the three categories. One-half of the coordinators said that reports generated by the student ID sub-systems were requested/utilized by both administrators and teachers. Of those remaining, five said that they were only used by administrators and five said only teachers.

A large proportion of principals (89%) indicated that the student ID reports were used frequently while a much smaller proportion of teachers (36%) gave the same response. Another 29% of the teachers indicated use "sometimes;" 24% said "rarely," and the remaining 11% said that they did not use the ID system reports at all.

Coordinators from two schools revealed that ID 99 (the generalized report generator) was not in use at their sites. The other coordinators seemed, though, to have a grasp of the extensive capabilities of this sub-system. However, the most frequent usage seemed to relate to BINL status, home language surveys, test scores, and the LAU survey.

CMI appears to be used more frequently than aspects of the SDS. Eight out of 20 schools reported that 61% or more of the computer operators time was spent running the CMI programs and one-half (10) of the schools indicated that 40% or less of the computer operators time was spent running SDS programs. Also, coordinators indicated that CMI reports were requested almost daily and primarily by teachers as opposed to administrators. Similarly, though over 80% of both groups indicated that CMI was used at least sometimes, only 58% of the principals said it was used frequently while 64% of the teachers gave this response.

All coordinators stated that the CMI reports were used for instructional planning. Additionally, one-half mentioned their use in parent conferencing. Only 57% of the teachers indicated using the local scoring options sometimes or frequently while 70% of coordinators suggested usage to this extent for subjects other than reading. The coordinators described usage in relation to science, social studies, and Spanish reading, but also indicated mathematics as the subject for which the local scoring option was most frequently used.

Perceived Program Benefits

A substantive majority of both principals and teachers found the student ID print programs and CMI "very useful." However, principals tended to be more positve than teachers as reflected in Table 1.

Table 1

Computer Assistance

Principals and Teachers

Percentage of "Very Useful" Responses About Computer Sub-Systems by Respondent Type

Respondent Type	Sub-System SDS	 CMI
Principals	89	84
Teachers	58	62

When each group was asked to name the aspects of the sub-systems that were most beneficial to them and their schools, there was a clear differentiation in the perceptions of each group. Table 2 shows that most teachers see the CMI related as most useful, while principals placed priority on either SDS related programs singularly or a combination of SDS and CMI related programs.

Table 2

Computer Assistance

Principals and Teachers

Percentage of Responses About Most Beneficial Sub-System Programs by Respondent Type

Respondent Type	Sub-System SDS	 CMI	 SDS & CMI
Principals	47	6	47
Teachers	3	89	6

That principals, in high proportion, mention both SDS and CMI programs as most beneficial suggests, perhaps, an appropriately broad view of the impact of computer technology as applied in their respective schools.

Over 50% of both principals and teachers felt the Computer Assistance Program benefited their schools "very much" with respect to improved instructional management, more timely accessibility to more comprehensive student data, and increased information available for parent conferencing. Whereas slightly more than 60% of the principals felt considerable benefit was achieved through improved school management and less teacher time spent grading tests, just slightly more than 40% of the teachers responded in like manner about the same dimension.

Finally, only 37% and 31% of principals and teachers, respectively, felt that schools benefited "very much" from the computer assistance program with respect to more teacher time spent on instructional planning. And, while 42% of the principals described the same level of benefit associated with less teacher time spent on record-keeping and more teacher time spent on curriculum development, only 36% and 24% of the teachers responded in like manner regarding the respective benefit categories. In other words, the teacher responses imply that the time saved in record-keeping is not necessarily directed toward activities associated with instruction.

Support for Program Implementation

Information about the nature of support given to program implementation was gathered from the computer assistance coordinators at each school. All but one school has a copy of the Student Data System Manual (elementary version); and 13 of the 19 who had access to them, found they helped "a lot." The remaining six said they helped "somewhat." Local school site in-service training by Information Systems Division--Educational Systems Branch--personnel had occurred in 17 of the 20 schools; and, 13 of the 17 coordinators felt the training helped "a lot" while the remaining four felt it only helped "somewhat."

All coordinators described in-servicing teachers as part of their role. Seven of the 20 additionally mentioned supervising the computer operators as one of their key functions. The majority of coordinators felt that activities directed toward keeping the system and information updated were most necessary to the success of the program. All said that district personnel (including those from IDS-ESB and Integration Options Office) were entirely helpful as were outside consultants (ANSWER staff). School level administrators and teachers were also described by the 20 coordinators as supportive of their role and function in program implementation.

Participant Recommendations for Improvement

The three types of respondents were asked what they thought needed to happen in order to enhance the effectiveness of the computer assistance program. Interestingly, the responses of each group, for the most part, can be differentiated according to the functions of each group. The principals were most concerned about expanding computer operator resources. One principal stated that three hours per day was insufficient to service 45 classrooms and 1200 students. Another felt that the operator's salary should be part of district-wide budget and not the school budget since the program is mandated. Several principals suggested the reactivation of the student attendance program within the SDS. Finally, it was suggested that teachers be trained to operate the system, thereby potentially making greater use of its advantages.

The coordinators concurred on the need for more operator time, but additionally felt that they should be full-time in their role. To this end, they felt that District funds should support the coordinator's position. But they had a more extensive concern about faster running programs and greater flexibility in programming so that individual school needs could be better met. One coordinator suggested the addition of a programmer to ISD staff so that the system capabilities could be adapted more quickly and easily. Finally, coordinators felt new approaches are needed to make teachers more aware of system functions and less intimidated by its use. Most felt the system would be used much more if mathematics and language were included in the CMI sub-system.

The teachers' recommendations focus on increasing the ease of preparing system input and are directed primarily to the local scoring options and CMI. The test field was considered too short (four questions) and not worth the effort required to get children (especially at the primary level) to complete the necessary ID cards. Also, the limit to the number of questions that can be scored on the local scoring options program was thought to be contrary to the principles of adequate tests results in a manner other than by classroom. Others thought it important to have district prepared tests in subjects other than reading. Several teachers felt that they needed to learn more about the computer capabilities and felt they could make better use of the output if they knew how to operate the system.

SUMMARY AND RECOMMENDATIONS

Over-all, this program is operating quite well, though perhaps somewhat unevenly within the target schools. The unevenness can easily be attributed to the newness of some of the software and the expected consequences of inexperience. The benefits of the program are differentially viewed by administrators and teachers. Principals look to the SDS to facilitate meeting report requirements and general school management in addition to the CMI which they view as enhancing the instructional base at the school. Teachers look almost exclusively to the CMI as the output is more germane to their tasks. A salient finding is the positive regard with which all involved hold the assistance received from district staff and outside consultants in the operation of this program.

It is recommended that:

1. the program continue to be a priority for the target schools
2. the programs within the sub-systems be expanded to include other student data, such as attendance, and instructional packages for other subjects in addition to reading
3. in future planning, consideration be given to the development of in-house programming capabilities so that system capacity can be adapted quickly and easily to the particular needs of each school
4. in-service focused on computer capabilities continue
5. future planning include teacher training in the direct use of the computer so that they can input and retrieve information for their teaching purposes and thereby gain a greater appreciation for the support that the system can be to their teaching tasks.

CHAPTER V: CURRICULUM ALIGNMENT

PROGRAM DESCRIPTION

The Curriculum Alignment Project focuses instruction on essential grade-level skills. The alignment of teaching objectives, instruction, and assessment is accomplished through instructional planning that involves five steps: 1) review of grade-level objectives established by the District, 2) setting instructional priorities, 3) planning instruction, 4) checking student progress, and 5) acknowledging accomplishments. Using a trainer-of-trainers approach, District, Region, and school-level personnel, along with SWRL (program developers) consultants assist teachers in 1) matching their classroom instruction with the District-defined essential skills for reading, mathematics, and written composition and 2) matching the time required for what needs to be taught with the time actually available for instruction. There were ten elementary schools involved in the program during 1980-81. This number was expanded to 81 during the 1981-82 school year; and presently (1982-83) all 238 PHBAO elementary schools are a part of the project.

METHODOLOGY

Sample

Ten of the elementary Directors of Instruction (two Regions had two respondents) were included in the sample. By a mixture of purposive and stratified random methods, a sample of 12 schools was chosen to include six schools with program experience since 1980-81 and six with experience since 1981-82. The Curriculum Alignment Coordinator from each of the 12 schools were part of the respondent sample as were all 3rd through 6th grade teachers at each of the schools.

Data Collection Procedures

Semi-structured interviews were held with the elementary Directors of Instruction at each Region and with the Curriculum Alignment Coordinators at each sample school. Questionnaires were distributed to 237 teachers. Of these, 190 were retrieved, representing an 80% return rate.

EVALUATION ISSUES

This study focuses on the frequency with which subject areas are aligned, the extent to which teachers engage in project activities, and the perceived usefulness of project activities. Additionally, there is an assessment of the role and function of program trainers and of the perceived usefulness of program-related in-service. Finally, the recommendations of program participants are specified.

DATA ANALYSIS

Extent of Subject Alignment

From interviews with the curriculum alignment coordinators, it was learned that in eight of the 12 schools in the sample, all three subjects (reading, mathematics, and composition) are aligned. In one of the remaining four schools, reading and composition are aligned while in another, only reading and mathematics are aligned. Mathematics and composition are the alignment priorities in the remaining two schools. In those schools where all three subjects are not aligned, the selection of subjects for priority attention was made jointly by school administrators and instructional leadership teams. Further, the selection was most often based on student SES scores.

Where all three subjects are aligned, three of the eight coordinators indicated that their schools were at Step 5 (acknowledging accomplishments and planning next steps), and four were at Step 4 (checking progress). The remaining coordinator was not certain about school progress at that time (March, 1983). In the school where only reading and composition were aligned, Step 4 had been achieved in each subject; where only reading and mathematics were aligned, Step 3 (planning instruction and noting priority skills) had been achieved in both mathematics and composition in one school and Step 4 in both subjects in the remaining school where these two subjects were aligned.

For the most part, teachers reported that they had the materials and guidelines pertinent to program performance. Of the 190 teachers surveyed, 90% indicated they had the Teacher Brochure and 94% indicated they had instructional planning sheets. While almost equally high percentages of teachers said they had the Abbreviated Continuum Guides in reading, mathematics, and composition (88%, 89%, and 84%, respectively), there were appreciable differences in the proportions of teachers in 3rd and 2nd year program schools who had these materials. This can be seen in Table 1.

Table 1

Curriculum Alignment

Teachers

Percentages of Teachers Without Abbreviated Continuum Guides by Years Schools in Program

Years in Program	Abbreviated Continuum Guides		
	Reading	Mathematics	Composition
3	3	3	6
2	19	18	25

There are proportionately more teachers who have been in the program less time who have had less access to the required program materials.

For discussion purposes, the program activities have been divided into three categories: instructional planning, instructional procedures, and teacher team work. Table 2 shows that almost all of the responding teachers participated in the program activities associated with each curriculum area.

Table 2

Curriculum Alignment

Teachers

Percentage of Teachers Participating in Project Activities by Curriculum Area

	Project Activity		
Curriculum Area	Instructional Planning	Instructional Procedures	Teacher Team Work
Reading	98.7	99.3	97.7
Mathematics	98.6	98.9	97.9
Composition	98.8	99.3	97.9

Though the differences are small, instructional procedures are the project activities, across all curriculum areas, engaged in by the largest percentage of teachers.

Local school Curriculum Alignment Coordinators variously described program monitoring procedures. A pattern of responses according to school program experience or computer access does not seem to exist. Six mentioned monitoring through continuous evaluation of student test scores. Two spoke of staff development meetings as part of the monitoring process while four mentioned classroom observation as a monitoring technique. When questioned further as to who performed the monitoring function, five named administrators and coordinators as joint monitors, three designated coordinators only, one indicated joint monitoring by coordinators and teachers, and three specified teachers as self-monitors. Where coordinators were the monitors, in one instance it was the Curriculum Alignment Coordinator, while in another, it was the Chapter I Coordinator, and in the third instance, the monitoring was done by subject area coordinators.

Usefulness of Project Activities

Teachers were asked to indicate the extent to which they felt project activities were useful to them. Tables 3, 4, and 5 reflect their responses.

Table 3

Curriculum Alignment

Teachers

Percentage of Teachers Indicating Perceived Usefulness of Instructional Planning Activities by Curriculum Area

Curriculum Area	Usefulness of Instructional Planning Activities		
	Not at all	Somewhat	A Lot
Reading	9	40	51
Mathematics	9	40	51
Composition	11	33	46

Table 4

Curriculum Alignment

Teachers

Percentage of Teachers Indicating Perceived Usefulness of Instructional Procedures Activities by Curriculum Area

Curriculum Area	Usefulness of Instructional Procedures Activities		
	Not at all	Somewhat	A Lot
Reading	13	42	45
Mathematics	13	41	46
Composition	14	42	44

Table 5

Curriculum Alignment

Teachers

Percentage of Teachers Indicating Perceived Usefulness of Teacher Team Work Activities by Curriculum Area

Curriculum Area	Usefulness of Teacher Team Work Activities		
	Not at all	Somewhat	A Lot
Reading	19	54	27
Mathematics	22	54	28
Composition	21	54	25

Though the responses were generally positive for all areas, the instructional planning activities received the most favorable ratings and the teacher team work activities the least favorable ratings.

No differentiation between responses of teachers in the program for three years and those in for two years existed with respect to teacher team work activities. However, statistically significant ($p = .05$, Chi Square test) differences existed between these groups on certain instructional planning activities (establishing goals, setting priorities, verifying appropriate pupil placement, and planning remaining instruction based on mid-year assessments) and instructional procedures activities (understanding grade level skills and making realistic estimates of what can be taught). In all of these instances, the teachers in the program for only two years were more positive in their perception of project activity usefulness than those in the project for three years.

Role and Function of Program Trainers

The Directors of Instruction were asked to describe their training roles in relation to curriculum alignment. In two regions, the Directors of Instruction felt their training role to be associated only with principals. They designated school staff training as the responsibility of the regional advisors. In the other six regions, the Directors of Instruction spoke of both groups (principals and school coordinators) as those with whom they had a training role. All but one of the regions held training sessions in the afternoons and five of the eight held them monthly. Of the remaining three, two held them twice a month and one had bi-monthly sessions. Attendance was described by all as high since all meetings were mandatory. These sessions were predominantly described as part of the usual regional meetings and not distinctly or exclusively geared to curriculum alignment.

The Directors of Instruction specified different proportions of their time spent on the program. Curriculum Alignment was seen as an integral part of instructional planning by three Directors of Instruction who indicated that 100% of their time was either directly or indirectly related to the program. Another specified 50% while the remaining six responded between 10-20% of their time. All of those staff group felt the time spent was sufficient for their contribution to the success of the program.

The technical assistance provided to the schools, as described by the Directors of Instruction, included explaining program goals and processes and assisting in the development and implementation of local school in-service training. Actual in-school contact ranged from quarterly to twice a week. At first, contact was initiated by the region, according to the Directors of Instruction, but it was always intended that communication would be reciprocal between region staff and schools. As might have been anticipated, the schools newer to the program requested assistance more frequently and of a more general nature than those who had been in the program three or even two years. Also, the older schools requested more specific help related most often to new skill areas.

All of the local school coordinators described their training role in very positive terms. They took primary responsibility for staff development sessions which received the full support of school administrators and other training team members. Content of the sessions related specifically to planning and instructional techniques that are supportive of the steps in the alignment process.

Meetings are scheduled easily and well attended. All said that attendance was mandatory. In seven schools, the meetings are weekly; in three, twice a month, and in two, once a month. In one school, in addition to the weekly staff development meetings, there were bi-monthly grade level meetings. Many felt that more grade level meetings were necessary. Nine coordinators indicated that they had neither requested nor received technical assistance from regional staff.

In only one school was the coordinator engaged 100% of the time in curriculum alignment activities. In two schools, 50% of the time was so spent, in three schools, between 20 and 30% and in the remaining schools, 10% or less. It appears that just coordinators perform this function in addition to their regular classroom responsibilities. Additionally, each felt that he or she needed more time to adequately fulfill the role of staff trainer and consultant.

Usefulness of Program-Related In-Service

The training provided by the SWRL staff for the Directors of Instruction was described as "well-planned," "in-depth and comprehensive," "outstanding," and "excellent." All Directors felt that it helped familiarize them with the program and prepare them for their training role. Each attended at least four training meetings and all indicated that they received ample materials in a timely fashion.

The Curriculum Alignment Coordinators were also positive about the training they received, but not as strongly. Five mentioned being trained by SWRL, not regional staff. The remaining seven mentioned the tremendous support given to them by principals and other school administrators.

Teachers generally viewed staff development sessions, grade-level meetings, and individual help by administrators quite positively. Of these, grade-level meetings were viewed positively by the greatest proportion of teachers (86%), administrative support received positive responses by 80% of the respondents, and staff development by 76% of those responding.

Participant Recommendations

The recommendations of the Directors of Instruction and Curriculum Alignment Coordinators were enthusiastic, but on two different levels. The Directors were concerned about the substance of the program. They felt that the content needed to be expanded to include a more extensive array of instructional strategies. They further felt a smaller ratio of regional advisors to schools (1:4 or 1:5) would facilitate this. By contrast, the coordinators felt a need for greater supplies of materials. However, for some, implicit in their concern for more staff development and grade level discussions, seemed to be a concern for more emphasis on instructional strategies.

SUMMARY AND RECOMMENDATIONS

There do not seem to be any major program implementation problems and the general regard for the program and its usefulness seems to be quite positive. There is variation among schools with regard to training, with many receiving support and direction directly from SWRL staff rather than from regional staff as was intended for this year. The schools that were older in the program had perhaps already established rapport with SWRL staff in previous years.

The most significant point that emerges from this data is that the program activities are more important to those teachers who have been in the program for less time. It appears that teachers in schools that have participated in the program for three years or more are less enthusiastic about the alignment process. When this is viewed with the Directors of Instruction concern about increased instructional strategies, it can be inferred that the program itself is limited for long-term use. Put another way, once teachers have mastered the fundamental steps in the alignment process and continue to use them as appropriate to sound instructional planning, the value of the activities as a "program" ceases to exist.

There are no recommendations offered for the curriculum alignment program per se, other than perhaps it should be viewed as time limited. It is recommended however that the district develop additional ways of assisting teachers to expand teaching strategies, once learning needs of students have been identified.

CHAPTER VI: PROJECT TEXTBOOK

PROGRAM DESCRIPTION

This program was designed to improve the quality of instruction at participating schools by ensuring that all students have individual textbooks for academic subjects. Methods used to achieve this goal included (a) determining textbook overages and shortages at each school, (b) coordinating school inventories with District inventories, (c) providing staff development which focused on the appropriate use of books, (d) encouraging students to take responsibility for the textbooks, and (e) involving parents in promoting students' book maintenance responsibility. The program operated in all 298 PHBAO schools.

METHODOLOGY

The proposed sample consisted of 4 schools of each school type. The obtained sample consisted of 12 schools: 3 elementary, 4 junior high, and 5 senior high schools. (One elementary school declined to take part in data collection. The principal of this school contended that, while eligible for Project Textbook, they did not participate because they had enough books and "...even gave books away.") At each school, interviews were to be conducted with the Principal, the Book Coordinator, and 4 randomly selected teachers. In secondary schools, teachers were to be instructors in the basic or academic curriculum. The planned sample was to consist of 72 respondents: six at each school. The obtained sample consisted of 69 respondents, for a response rate of 96%. Sample data are presented in Table 1.

Table 1

Project Textbook
Sample Description

Number of Respondent Types by School Type

School Type	Respondent Type			
	Principals	Book Coordinators	Teachers	Total N
Elementary (N=3)	3	3	12	18
Junior High (N=4)	3	4	16	23
Senior High (N=5)	5	4	19	28
Total N	11	11	47	69

Data collection took the form of structured interviews with the respondents. Two types of instruments were used: an interview form for Administrators (e.g., Principals/Book Coordinators) and one for Teachers. Each interview lasted approximately 20 minutes.

EVALUATION ISSUES

A broad range of issues related to Project Textbook was identified. Specifically, we were concerned about the processing of books at the administrative level and the effects at the classroom level; student access to textbooks; the quality of the books received; perceived effectiveness of the program; and parent involvement in the program. Findings related to these issues are presented below.

EVALUATION FINDINGS

It appears in some of the findings that administrators and teachers are not separating the general textbook program from the PHBAO textbook program. Those findings related to the general program will be referred to the appropriate offices.

Textbook Processing

Important aspects of textbook processing are the centralized inventory system, the computer printout of books, and the use of District-specified basic books.

We asked administrators and teachers how useful they felt the centralized inventory was. More than half of the administrators at the elementary, junior high, and senior high levels felt the centralized inventory system was helpful, reporting that it provided a "snapshot" of book overages, shortages, and obsolescence. High school administrators were most likely to feel the inventory was not helpful. Negative administrator responses generally focused on the lack of inservice training or feedback about the inventory process.

Unlike the administrators, the majority of teachers either were unaware of the inventory or felt it was not useful. The latter felt the inventory duplicated school efforts; that too much time was taken reviewing books before selection; that the book depository was too far for valley teachers; and that the time lag between books ordered and received was too great. One school cited African history books that were ordered in September 1982 and received March 14, 1983.

Most teachers who felt the inventory was useful were at the elementary level (42%), with perceived usefulness decreasing at the junior high (25%) and senior high (21%) levels. Positive teacher comments were that the inventory allows for improved management: needed books are easily located and quickly made available. Moreover, knowledge about book shortages simplifies the ordering of books. Two-thirds of the elementary teachers, 53% of the senior high teachers, and 38% of the junior high teachers reported that it is easier to inventory and order books now than it was 3 years ago. However, 44% of the junior high teachers felt the inventory process was not easier than 3 years ago. Seventeen percent of elementary teachers and 31% of senior high teachers also felt the process was not easier than 3 years ago.

Administrator suggestions for improving the process included obtaining a copy of the previous years' inventory before starting the new inventory; conducting the inventory well before the start of the new school year; conducting the inventory before or after the school day; and release time or extra pay for school staff involvement.

We asked administrators whether the computerized printouts were helpful. Overall, computerized printouts were viewed as less helpful than the centralized inventory. While two-thirds of elementary respondents felt the centralized inventory and the computerized printouts were helpful, only 14% of junior high administrators felt the computerized printouts were helpful, while 57% felt the centralized inventory was helpful. Forty-four percent of senior high respondents felt the computerized printouts were helpful compared to 67% who felt the inventory process was helpful.

The positive comments of elementary and senior high respondents were that the printouts provided information needed about dollars spent and books purchased. The only positive response from junior high administrators was that the printouts let you know which books may or may not be ordered. Those who felt the printouts were not helpful reported that they were aware of the printouts, but the printouts had not been made available to them.

We asked administrators whether the inventory system and printouts reduced paperwork. More than two-thirds of the administrators at all school levels reported either that they did not know or that these two systems had not reduced paperwork. The basic comment was that the centralized system was based on paperwork sent in by the schools: schools still have to do inventories, place orders, and have SPO's typed. The few positive comments were that paperwork was reduced to the extent that schools did not have to develop their own forms and could use the printouts as a "running inventory."

Finally, we asked teachers how they felt about the District's effort to use a single set of basic books. Fifty-one percent of the teachers were negative about the use of basic books. The basic contention was that the District was too large and too diverse to rely on a single set of basic books. Moreover, teachers complained that the books did not accommodate variations in ethnicity or achievement. For example, a District specified social studies text designed for the 6th grade might not be appropriate for sixth graders who were above or below grade level. Teachers also felt they should be involved in book selection for their classes.

Thirty-six percent of the teachers were positive about the use of basic books. They felt the books provided a much needed "unifier" for the District. In a high transiency district like Los Angeles, the teachers felt the basic books were particularly useful to transfer students within the District. Fourteen percent of the teachers had no opinion about the use of basic books.

Access to Textbooks

We asked administrators and teachers several questions about student access to textbooks for academic subjects. The majority of administrators in all school types reported that at least 75% of their students have their own books for each basic subject, as Table 2 indicates.

Table 2

Project Textbook
Administrator Responses

Percentage Reporting Students Have Books For Each Basic Subject

	75% - 99% Students with books	100% Students with books
Elementary (N=6)	50%	50%
Junior High (N=7)	43%	43%
Senior High (N=9)	33%	44%

About half the elementary administrators and 43-44% of junior and senior high administrators reported that all of their students had basic books for each class. The high percentages of students with their own books were confirmed by teachers. Ninety-two percent of elementary teachers, 94% of junior high teachers, and 74% of senior high teachers reported that each student in their second period class had his or her own book.

More than half the teachers reported that they allowed students to take books home more often than they did three years ago. Table 3 indicates that this finding was more pronounced for elementary than for junior or senior high teachers.

Table 3

Project Textbook
Teacher Responses

Percentage Reporting Students Take Books Home More Often Than 3 Years Ago

School Type	Yes	No	Same	Don't Know
Elementary (N=12)	67%	33%	0	0
Junior High (N=16)	50%	44%	0	5%
Senior High (N=19)	53%	37%	5%	5%

The majority of teachers at all grade levels reported that they had basic textbooks for every subject they taught. Sixty-seven percent of the elementary teachers, 81% of the junior high teachers, and 89% of the senior high teachers had books for every subject. Teachers who did not have books for every subject reported shortages of social studies books, English books, and government books.

Book Quality

We identified three broad, reasonably objective dimensions of book quality: recency, grade-appropriateness, and portrayal of minorities. As Table 4 indicates, from one-half to two-thirds of the teachers reported the textbooks reflected positive, non-stereotyped ethnic images "very much."

Table 4

Project Textbook
Teacher Responses

Percentage Reporting Textbooks Reflect Positive Ethnic Images

School Type	Very Much	Somewhat	Not at All	Don't Know
Elementary (N=12)	50%	42%	0	8%
Junior High (N=16)	56%	31%	0	13%
Senior High (N=18)	68%	32%	0	0

A larger percentage of senior high than elementary or junior high teachers reported the textbook images were positive.

Regarding the grade appropriateness of books, 83% of the elementary teachers, 81% of the junior high teachers, and 95% of the senior high teachers reported that all books were at grade level. A few teachers commented that their books were "terribly out of date." Specifically, out-of-date books at the elementary level included history, geography, science, and health texts.

Parent Involvement

Parent involvement in Project Textbook was quite limited. At least 50% of the administrators reported that parents are not at all involved. When parents were involved, they tended to play a passive, rather than an active role. For the most part, parents received letters informing them of their responsibility for lost or damaged books. They were also invited to attend Parent Education workshops related to the care of books and responsibility for lost books.

Effect on Classes

At least 70% of the teachers indicated that Project Textbook had a positive effect on their classes. Frequent comments were that the program increased the number of books available to students and increased student responsibility for the books. A senior high teacher commented that he was now able to buy needed science equipment rather than books, since Project Textbook provided the needed books. About 30% of the teachers felt the Project had no effect, primarily because they never received requested books.

Suggestions for Improvement

Administrators and teachers made fairly consistent suggestions for improving Project Textbook. For example, some felt the District should allow more flexibility in the types of books that may be used in any school site, that money should be made available for disposable workbooks at the elementary level, and that book budgets at the school level should be increased. Others felt that the District should designate a coordinator to explain and follow through on program implementation, that the inventory should take place in the spring, and that the time lag between book ordering and receipt should be reduced. There was also the suggestion that the District should establish more stringent methods for dealing with students who do not return books. It seems that respondents are in many of these instances concerned about the general textbook program and not just the operation of the PHBAO program.

SUMMARY AND RECOMMENDATIONS

Project Textbook appears successful in achieving its primary goal of insuring that all students have individual books for each academic subject. But it does appear that teachers do not distinguish between project textbook and the District's general textbook program. The majority of teachers indicated that students have their own books for each basic subject and that they allow students to take books home more often than they did three years ago. Moreover, the quality of books appears to be good. Teachers in all school types reported that the books were grade-appropriate and reflected positive ethnic images. In general, teachers felt that Project Textbook positively affected their classes, especially in terms of book availability and increased student responsibility.

Project Textbook is somewhat less successful in terms of administrative procedures used to provide students with books. Of the two major procedures used -- the centralized inventory and the computerized printouts -- administrators considered the former more helpful than the latter. While most teachers felt the centralized inventory system made the process easier than three years ago, they still felt it was not particularly helpful. And while some 40% of the administrators felt the computerized printouts were useful, most reported that the computerized system did not reduce paperwork. Administrators argued that school staff still had to do much of the background work for the printouts.

Teachers tended to be negative about the use of a common set of district-specified texts. Their basic complaint was that the common set of books could not accommodate diversity in student ethnicity, interests, and achievement level. In general, parent involvement has been minimal and limited to receiving information about books.

We recommend that:

1) the District continue its successful efforts to provide each student with basic books

2) the District designate a coordinator to explain the program's purposes and procedures as differentiated from the District's general textbook program, and to obtain feedback about the program's progress

3) the District consider the use of supplementary or auxiliary texts to supplement the basic books

4) the District develop a plan for parent involvement or eliminate such involvement as a major aspect of Project Textbook.

CHAPTER VII: STUDENT-TO-STUDENT INTERACTION PROGRAM

PROGRAM DESCRIPTION

The Student-to-Student Interaction Program is designed to increase positive student interaction among students of different ethnic groups. The specific objectives of the program are to: reduce social isolation, promote inter-cultural/racial understanding, and promote positive student interaction. These objectives are to be fulfilled through Sea Education Afloat (SEA) activities and Camping.

Sea Education Afloat is a day-long activity. Paired schools board a boat out of the 22nd Street Landing in San Pedro. The cruise itself is a three-hour long instructional activity. The eight study cruises which are available give students an opportunity to learn from a lecture and to use plankton nets, microscopes, an otter trawl net, bottom samplers, water samplers, water testing kits, sextants, radar, and other oceanography equipment. The activity is intense and stimulating.

Camping is a 2 1/2 day activity which takes place at one of three camp sites: Camp Hess Kramer, Hollywoodland, or Camp Cottontail. The Cottontail camp is used for all junior and senior high schools' camping experiences. The elementary schools may participate in one of two ways: 1) They may select a self-contained class to attend camp, but only those students on the teachers class register may go. Also, students from other classrooms may not serve as substitutes or replacements. 2) They may select any 25 students from grades 4-6 to attend camp. The enrollment is strictly enforced and there is an attempt made to have equal numbers of boys and girls. Each school is responsible for sending at least one certificated person and one non-certificated adult, a male and a female if possible. Both are responsible for staying in the cabins with the students.

The junior and senior high school camping experiences are limited to a total of 80 students. A ratio of one adult to ten students is maintained. One half of the adults must be certificated. Day-to-day substitute money is provided to the secondary schools for the four certificated persons who attend camp. The camp curriculum includes human relations, multicultural education, and environmental education. The students and staff participate enthusiastically.

Associated with Camping and SEA are pre- and post-activities. The pre-activity is conducted to insure that the participants are prepared to take an active role. The post-activity serves as a culmination.

LAUSD schools participate in a paired fashion consisting of PHBAO and non-PHBAO schools. The schools are paired by the central office staff and the staff of the several regions which utilize community liaisons. Principals are then asked to select their sites' participants. Teachers, students, and counselors are selected. Other adults such as parents and aides may also participate.

METHODOLOGY

This program was evaluated by observation, interviews, and document analysis. Observations were conducted at three camps: Hollywoodland, Hess Kramer, and Cottontail. An observation rating scale was employed to record the degree of interaction between the camp participants. The researchers, additionally, recorded summary observations primarily describing the milieu. Observations were also conducted at the Sea Education Afloat. An observation rating scale was employed to record the degree of interaction between the participants. As in the camping activity, the researchers also recorded their impresssions of the activity as well. The pre- and post-sessions were evaluated through interviews and document analysis.

Interviews were conducted with the Student-to-Student Program coordinator, three camp directors, and the Sea Education Afloat coordinator.

Data were also compiled from the various program description pamphlets.

DATA ANALYSIS

The Total Program

The most pronounced characteristic of the program is its structure. The structure takes several forms. First, the procedures by which the participants are selected are uniform throughout the District. This is insured by having the central office pair the PHBAO and non-PHBAO schools. Then the principals, at their schools, select their own participants. Presumably, the selection system is common across the schools. Finally, the site staff are responsible for the implementation of the activities.

Second, the personnel involved in the program are: officials from the central office during the pairing of schools process and school principals during the selection of participants. The participants include teachers, students and other adults. These participants are provided with paid staff development sessions in order to prepare them to conduct the activity.

Third, each activity is highly structured so that the activities take place in a safe, predictable, pleasant, and stimulating way. There is a concentrated effort to present content and substance in a serious comprehensive way. The consequence of this highly structured program is that the activities are carried out efficiently and effectively. We will now try to determine if the program's objectives are being fulfilled.

Pre- and Post-Activities

While the main purpose of the pre- and post-activities are to serve as the orientation and culmination sessions, the three objectives of Camping and SEA were addressed. The first is to join together students, teachers, and other personnel of different racial and ethnic groups. This joining contributes somewhat to reducing the racial isolation each of these groups may be experiencing in its individual school. If the groups participate in a few activities, the fulfillment of the first objective is enhanced.

The second objective, promoting intercultural/racial understanding, is met to the degree that students are joined in a common place and they have an opportunity to see each other. Interview data indicate that the pre-session concentrates on the substance of the trip, Camping or Sea Education Afloat, rather than on intercultural/racial factors. An exception is the following:

> We have very effective pre-activities: "Sherlock Holmes," each student searches for another student with certain characteristics; "Who Am I," in which students pair up and introduce one another; "The 3rd Fear," which is similar to "Who Am I," with additions; "Trust Falls," "People to People," and making a mural about group goals.

The second objective is minimally fulfilled during the pre-session. This objective is more likely to be fulfilled to a greater degree during the post-session. This is particularly so if the session includes a follow-up activity such as pen-pals. Some of the activities which were mentioned by the directors were as follows:

> We review the goals from "Making Mural." We play "Back-to-Back" which is a game in which there is partner switching. The "Who Am I" book game starts as a pre-activity and ends with the post-activity.

The third objective, promoting positive student interaction is more difficult to fulfill during the pre-session which tends to be devoted to providing information and directions. The post-session contains a greater potential for student interaction. Interview data indicate "positive activities have been more successful because they follow the Camp/SEA (sic) and students are more comfortable with each other." Student interaction increases to the degree that student interaction activities are part of the sessions. Promoting positive student interaction seems to be fulfilled to the degree that the structure of the activity includes student interaction. Some of the data indicate that not all schools share the same degree of confidence in structuring these types of activities.

Sea Education Afloat

The first objective of Sea Education Afloat, to reduce racial isolation, is fulfilled to the extent that the students who board the boat are of different racial groups. The observation data indicate the students sit beside someone of another racial group.

The second objective is to promote intercultural/racial understanding. The observation data indicate that students participate in this activity as students of oceanography. They listen and handle the equipment as called for. One observer records, "interracial contact was limited to using the equipment together, touching, and being on the same boat." Engaging in these activities which require cognitive concentration is not likely to permit students to focus on a second area, that of intercultural/interracial understanding. However, there is probably some benefit derived by having students of different races engage in a common activity, but unless that activity is on-going and systematic, the effects may be short-lived. The activity itself does promote some intercultural/racial understanding, but not at a substantive depth.

The third objective, to promote positive student interaction, is not being fulfilled by this activity. The observers report no interaction at all. They describe further:

> This is a very good activity, but it is geared towards teaching science and does a good job. The students are extremely interested in what is going on. The activities are quite structured with little time for any interaction among students. Towards the end of the cruise, the kids are warmed up to each other in that they are "about" ready to venture into a conversation, but by then, it is time to leave.

One observer writes, "The organization of the activities allowed very little opportunity for student-to-student interaction. Interaction between students of different ethnicities was practically nil."

As is indicated by the data, this activity is a rich intellectual one and students participate intently, but they do so individually. Therefore, this program is worthwhile, but it is not fulfilling the objective of increasing student interaction.

Camping

The first objective of Camping, to reduce racial isolation, is fulfilled to a great extent. The enhancing characteristic of this activity is that the activity lasts for 2 1/2 days. The length of time provides many opportunities for students to mingle and mix. Another characteristic is that there are varied and numerous activities to which children can gravitate. There is also another consequence of the extended time: a degree of flexibility is evident in which students can benefit from "free" time. This activity does fulfill its objective of reducing the racial isolation among students of different racial groups.

The second objective, promoting intercultural/racial understanding is partially fulfilled. The curriculum does include activities designed specifically for that purpose. The interviewees gave some examples of these types of activities. They are:

- Slide show on contributions of ethnic groups to America, ethnic contribution chart, and strength focus (students tell something positive about the other person)

- "Values Auction" in which students develop own value and bid on it
- "Seed of Distrust" which is a story about "Nora" and her encounter with discrimination
- "Roots" which is to focus on personal ethnic holiday
- "Rumor Clinic" which is a rumor game about selected students and how its hurts individuals
- "Nature Hike," musical presentations, and discussions about contributions made by ethnic groups
- Ethnic ID session in which students are separated into their own ethnic groups to identify positively in their groups, the students then return to total group for sharing and debriefing

The students can be grouped for each activity so that the various racial groups are represented. For example, in one of the camping activities, there were no Anglo children. To the degree that mixing students is structured into the otherwise highly structured program, engaging in common tasks appear to aid in interracial understanding. One observer records, "When students were left to themselves, they drifted back to their own friends from their own school." Therefore, structuring the composition of activity members is probably a good way of fulfilling this objective. Camping does provide a challenge to this aspect. Observers record:

> The camp provided a good learning experience for the children, but without careful structure and planning, it is not really an inter-ethnic/racial experience. Care must be taken to have all ethnicities represented.
>
> When the first group was ready to leave, they were asked to share their experiences. "What things did you learn about another culture?" The kids related stories about the Indians which used to live in the area.

In summary, the second objective was fulfilled to different degrees depending on the curriculum offerings and on whether student mixing is highly structured.

The third objective, increasing positive student interaction, was also fulfilled to varying degrees. The observation rating scales indicate, at least during the observation periods, a wide range in the degree of student interaction. There are probably several factors which contribute to this. First, the emphasis on structuring content and activity probably leads to intense individual participation in the activity, but not necessarily an interactive one. Second, some activities are more conducive to interaction than others. To the degree that both types of activities are systematically planned, the neglect to include high interaction ones may lead to varying reports regarding interaction. Third, adult participation in activities also contributes to a greater or lesser degree of student interaction. Are students encouraged to interact with each other, or are they intimidated by the presence of adults? Fourth, the degree of heterogeneity may contribute to more or less interaction. For example, one of the camps observed contained only Black and Hispanic groups. Very little student interaction is recorded. Fifth, what activities are specifically conducted to increase interaction? Interviewees list a few activities, such as trail hikes, sports, music, dancing, and sharing of experiences and thoughts activities. Lunch, cabin, and night activities are also included. The interview data indicate that there is a perception that the atmosphere of the camp naturally draws interaction. Campfire activities and nature observation are used as examples. The observation data, however, indicate that student interaction, particularly interracial student interaction, is not a natural response to camping.

In summary, Camping can be a mechanism to fulfill the goal of increasing positive student interaction. Some situations seem to be more conducive than others. The conducive ones seem to be those which are specifically structured for student interaction.

SUMMARY AND RECOMMENDATIONS

An evaluation of the Student-to-Student Interaction Program indicates that this program is successful in varying degrees in fulfilling its objectives to reduce racial isolation, promote intercultural/racial understanding, and to promote positive student interaction. The first objective is more uniformly fulfilled by virtue of moving students from racially isolated schools to racially mixed activity situations.

There are two aspects associated in fulfilling the second objective. First, interracial student mixing varied. The second aspect is that the curriculum contains precise, interesting, and varied materials about the various ethnic/racial groups. Additionally, this curricular offering varied in frequency and system. Promoting intercultural/racial understanding is more likely to occur when it is the activity's primary goal. Some activities served as facilitators, but this study's data indicate that an otherwise worthwhile activity may or may not contribute to interracial understanding. The varying degrees to which this goal is fulfilled is dependent on the extent to which the activity focuses on it.

The third objective is fulfilled in varying degrees in each of the activities. When pre- and post-activities concentrate on directions and information, interaction decreases. When students engage in sharing information, interaction increases.

The Sea Education Afloat Program is an effective intellectual program. It is not effective in promoting interaction. It is necessary to program student interaction if this objective is to be fulfilled. The camping activity provides opportunities for other intense activities such as camping intense activities, evening song fests, physical education games such as volley ball, partner games such as checkers, etc. which may inhibit interaction. A conscious attempt to balance these two types of activities will insure that this objective is fulfilled.

It is recommended that:

1. in carrying out each of the activities, the objectives be specified
2. each activity include components which increase student-student interaction and/or student-teacher interaction
3. pre- and post-sessions be emphasized as part of the Camping and SEA activities, e.g., that more descriptive information and examples of activities be made available
4. Sea Afloat be completely revised or dropped as a component of the Student-to-Student Interaction Program.

CHAPTER VIII: SUPPLEMENTAL COUNSELING PROGRAM

PROGRAM DESCRIPTION

Providing additional counseling assistance to senior high school PHBAO students is the primary goal of the Supplemental Counseling Program. The theoretical basis of the program is to approach counseling from a "holistic" (whole-child) perspective. The premise being that if students are to obtain maximum benefits from their three-year senior high school experience, the counseling they receive should focus on all aspects of their being, e.g., personal, social, academic, college, career, etc. The specific methods that are used to deliver the counseling were determined by the respective PHBAO school.

One general objective of the Supplemental Counseling Program is to have in place at each PHBAO senior high school a maximum pupil-counselor ratio of 375:1. It was the belief of the program's planners that this lowered ratio would permit counselors to meet directly the special needs of all students either individually or in group settings. In addition, it was the hope of the program planners that the counselors would retain the same students as counselees for the duration of the students' senior high experience.

Counselors selected to participate in the Supplemental Counseling Program are responsible for providing direct help to students who require individualized, group counseling, or classroom guidance activities. The counselors also work with other school personnel to decrease the students' feelings of isolation as well as to increase the students' self-esteem and regard for others. Furthermore, the counselors are responsible for assisting pupils in their efforts to satisfy specific graduation requirements and in maintaining accurate records of their educational progress.

The selection of counselors with the knowledge, ability, and skill to work effectively with PHBAO students, parents, staff, and community is made by the PHBAO senior high school principal. The administrator is also in charge of providing direction to the counselors once selected. Recruitment of appropriately qualified counselors for participation in the program was extended to all existing District staff and other qualified persons from outside the District in order to maximize the potential resource pool for the selection of program counselors.

METHODOLOGY

Sample

All of Los Angeles Unified School District's PHBAO senior high schools were allocated supplemental counseling positions in order to establish the 375:1 pupil-counselor ratio. A total of 106 positions were allocated by the District. All had been filled at the time this evaluation was completed. Twenty-three schools were eligible to serve as sample schools for this evaluation. Only 12 schools, however, were selected at random to comprise the school sample.

From this sample of schools, evaluative information was obtained from two respondent groups, counselors and students. Specifically, four counselors, two Supplemental Program counselors, and two regular counselors from each of the 12 sample schools constituted the counselor sample. Thus, there were 48 respondents, 24 Supplemental Program counselors (50%) and 24 regular counselors (50%), that comprised the counselor respondent group.

The second respondent group was 36 students who, like the counselor group, was selected at random from the 12 sample schools. Specifically, three students from each high school, representing each grade level, i.e., tenth, eleventh, and twelfth, constituted the student sample.

Instruments

A structured interview format was the assessment procedure used to evaluate the Supplemental Counseling Program. Two specially designed interviews were used. The first was developed to obtain feedback information from the counselor respondents and the second from the student (counselee) respondents.

The counselors in the study sample responded to a 35-item interview. The inventory was so structured that the counselors responded either to a forced-choice item or to an open-ended type item.

Feedback from the second respondent group, the students, was also obtained via a structured interview. As was true for the counselors, the interview questions were of the open-ended or forced-choice version. The student interview consisted of a total of 22 items.

Data Collection Procedures

Both the counselor and student interviews were conducted at the home school of the particular respondent. All interviews were on a one-to-one basis and were transacted by a staff member of the Los Angeles Unified School District's PHBAO Evaluation Unit. In soliciting the counselors' and students' responses, care was taken to maintain the anonymity of the respondents. All were informed that their responses would be treated confidentially and would be reviewed only by the PHBAO evaluation staff.

EVALUATION ISSUES

The overall intent of the Supplemental Counseling Program evaluation was to conduct an implementation analysis of the program. Specifically this analysis was designed to provide the District's Office of Student Integration Options with implementation data regarding (1) whether the Supplemental Counseling Program is in place from an organizational standpoint, and (2) implementation strategies which are associated with the counselors and students perceptions of the program's outcomes.

The evaluation of the Supplemental Counseling Program consisted of two foci. The first assessed the impact made by the program with regard to providing additional counseling for PHBAO students. In other words, what type of counseling services were delivered to students as a result of the program's implementation? Specifically, determinations regarding the effects of the program as it relates to issues such as the types of counseling problems addressed (e.g., personal or academic), the maintenance of students' educational records, and the assistance provided students in defining their three-year educational plans and college and career goals were assessed.

The second focus of the program evaluation sought information regarding how the program is actually implemented in the PHBAO senior high schools. In other words, were the conceptual components that characterized the thinking of the program's architects operative in the PHBAO schools' Supplemental Counseling Programs? Specifically, this part of the evaluation centered on matters such as the lowered pupil-counselor ratio, the scheduling of individual and group counseling activities, the program's underlying theoretical premise (the whole-child approach), and parent involvement.

To complete the evaluation, counselors and students gave their opinions on issues such as the training, competence, and confidence level of the counselors, and duties of the supplemental and regular counselors. They also provided feedback on the best and least liked aspects of the program and gave suggestions for Program improvements.

DATA ANALYSIS

Provisions of Additional Counseling Assistance

As previously mentioned, one major focus of the Supplemental Counseling Program evaluation centered on the program's impact on providing additional counseling assistance for PHBAO senior high school students. Presented in this section are the responses given by counselors and students when interviewed regarding this topic.

Available Counseling Services. What kinds of counseling services do students perceive as being available to them at their various PHBAO high schools? The perceptions held by students are clear: PHBAO high school students believe there are many different types of counseling services available and the available services exist from campus to campus. The counseling services that were most often mentioned included individual and small-group activity, sessions focusing on personal, family, academic, career and college issues, scholarship and financial aid advisement, and programming (scheduling) of classes. Counseling dealing with disciplinary matters, and extra credit assignments were also mentioned as available services but to a far lesser degree. Students also commented that counselors were available "just to talk."

While the students believe there are a vast number of available services, particular ones were considered to be most helpful by all of the students interviewed, regardless of grade level. These were individual counseling and class advisement. Other services appeared to correlate more with the respondent's particular grade level. For example, the tenth grade respondents saw the assistance received in the development of their three-year educational plan as the most important counseling service provided. Eleventh graders appeared to most value the counselors' help in juggling assigned classes. And, the twelfth graders favored college advisement and the dissemination of financial aid information as the most valuable services.

Another important aspect of assessing the availability of counseling services centered on the issue of the actual accessibility of counselors for students who experience unexpected or unforeseen problems. The entire counselor sample group reported such contact is the norm rather than the exception at the various PHBAO high schools. Yet, a slightly lower percent (94%) of the students agreed with this assertion. "Because they (the counselors) are always busy with other students or with staff" was the one statement used by the students to repudiate the position espoused by the counselors.

When the students were directly asked if at their schools there exists a sufficient number of counselors to adequately service students, the respondents were divided in their opinions. Slightly over half (53%) responded "yes," while 44% responded "no." The students giving negative responses cited having to wait for long peiods of time to see counselors, the lack of available counselors, and minimal counseling time as the three reasons for believing there are too few counselors who service PHBAO high schools.

Counseling Methods Used. When the counselors were asked to indicate the method(s) used to counsel students, by far the most popular were individual and group counseling. In addition, homeroom visits, assemblies, contact on the school grounds, telephone and mail communications, and parent-student-teacher-counselor conferences were all mentioned as entrees to counseling. Walk-in appointments, three-year planning sheets, teacher and self-referrals, and parent requests are also used as strategies to work with students. As was true for the students, the counselors overwhelmingly believed the individual and group sessions to be the most beneficial counseling methods.

Specific Areas of Assistance. Presented in Table 1 are the responses given by the counselors and students when requested to rate whether the counseling received by students in specific problem areas is satisfactory.

The data presented in this table indicate that both respondent groups strongly believed students receive satisfactory assistance in all areas. However, the greatest help is perceived to be in the areas of making explicit for students needed course and graduation requirements. Conversely, the area where both the counselors and students believed the least amount of assistance is provided relates to career matters, e.g., career requirements and career opportunities.

When the counselors were asked to elaborate further on this topic, several interesting points were mentioned. First, some believed their greatest contribution is in helping students formulate their three-year educational plans. One counselor noted, "Our students know, as early as the tenth grade, what requirements must be met to progress satisfactorily through

Table 1

Counselor and Student Ratings of
Available Counseling Assistance

Do you believe counselors provide students with satisfactory assistance related to:	COUNSELORS (N=48)						STUDENTS (N=36)					
	Yes		No		Don't Know		Yes		No		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
three-year educational plan	46	96	1	2	1	2	28	78	7	19	1	3
specific course requirements	46	96	1	2	1	2	34	94	2	6	0	0
graduation requirements	48	100	0	0	0	0	34	94	1	3	1	3
college entrance requirements	44	92	3	6	1	2	32	89	3	8	1	3
career opportunities	40	83	8	17	0	0	26	72	8	22	2	6
career requirements	40	83	8	17	0	0	24	67	10	28	2	5

school and to graduate." In addition, most of the counselors indicated they deal least with the career area because career counselors focus on such issues and also there are activities such as career day fairs and work-experience.

Elaborations by the students regarding the counseling assistance received were also of interest. Clearly, the need most frequently expressed by students dealt with the areas of careers. They desire more information on career options and specific requirements needed to gain entry into certain careers. One student remarked, "I need information that will help me make it in the big world." In addition, some students were of the opinion that counselors always inform students about classes required for graduation. Yet, others believe that many students don't know or understand which requirements are needed for graduation. One student stated, "They need to know starting with the tenth grade and it should be enforced. They (counselors) wait until the twelfth grade and then it's too late for many kids."

In order to further examine the counselors' and students' perceptions about the Supplemental Counseling Program's influence on providing additional counseling services, the respondents were also requested to rate specific counseling components found within the program. Presented in the following sections are summary data obtained on seven areas of interest.

1. Maintaining Students' Educational Records. The evaluative information obtained indicated that a great many of the counselors (96%) believed adequate records are maintained. Inadequate cumulative record information and the absence of other relevant information were the observation given by the counselors who disagreed with the original statement. A somewhat smaller percentage of students (86%), however, believed adequate records are maintained. Those in disagreement cited the loss of records and limited and/or inaccurate information as evidence for their conviction.

2. Improvement of Students' Academic Achievement. Ninety-three percent of the counselors gave "yes" responses to the statement that the Supplemental Counseling Program helps improve students' academic achievement. Almost an equal number of students (92%) concurred.

   It was also important to secure the students' views concerning "how they are best helped to achieve in school." The comments proffered included, "encouragement and moral support," "if in difficult class they (counselors) help get a tutor," "going over a student's program and courses," "the counselors help you get the credits you need," "being nice," "talking with students gets them to study and not be absent from school," "keeps students on the right track in classes," and "if you want to go to college, the counselors talk about certain requirements needed to enter a college or university."

3. Parent Involvement. Another focus of the Supplemental Counseling Program was to get parents more involved in the educational activities of their offspring. Sixty-three percent of the program's counselors believe they were "extremely successful" or "successful" in this regard. The remainder (29%) were "uncertain." Open-ended comments from the counselors encompassed a wide variety of issues. Positive comments were, "parents respond to calls and letters," "have regularly scheduled parent meetings," "I try to communicate with parents whether the issue is positive or negative," "it's coming along better than in the past," and "receive silent support but not active support." Negative comments from the counselors were, "difficult to get parents interested," "parents don't feel they can influence their children," "lack of parental involvement even though many efforts have been made to encourage participation," and "not too successful because parents lack interest." Comments that were more neutral included, "pressures on family life make it difficult for parents to be involved," "a real problem--counselors must take the kids and go on," "parents of sharp kids are more involved," "parents come out for open house, bake sales, and graduation only," "parents

are intimidated by school personnel," and "sometimes parents cooperate and sometimes they don't."

When the students were asked if counselors are helpful in getting their parents involved with school matters, 69% responded in the affirmative. For the most part, parent conferences, written communication, telephone calls, and the dissemination of valuable school, college, and career information were all cited as explanations for positive parental involvement. Several reasons for their parents' lack of involvement were also proffered. The lack of direct contact from counselors and the parents unwillingness to become knowledgeable about available counseling services were the two reasons most frequently cited by students.

4. Counseling Assistance Provided for Students' Personal Lives. A vast majority of the counselors (96%) indicated they were "extremely competent" or "competent" when dealing with problems related to students' personal lives. Daily contact with students, the counselor's formal training and past experience, and the counselor's ability to talk with students, engage in active listening, and develop rapport and trust were some of the reasons cited by the counselors in explaining their perceived competence with working with students' personal problems. Two explanations were given by those individuals who expressed "uncertainty." These included, "there is not enough time" and "in some cases I am helpless because of legal restrictions."

   The students were divided in their opinions regarding the help they receive with personal problems. Slightly over half (58%) agreed personal help was available, 36% disagreed. The remainder gave "don't know" responses. Those who were affirmative offered four reasons for their positive feedback. They were "the counselors take time to listen," "the counselors advise and suggest strategies or solutions for handling home and school problems," "the counselors interact (talk) with parents when there is a need," and "the open-door policy works." Those expressing less favorable responses mentioned, "counselors only help students with academic and school problems," "some (counselors) don't like to talk about personal matters," and "counselors don't ask about those kind of things," as reasons for their disbelief that students actually do receive help on personal matters.

5. Counseling Assistance to Decrease Students' Feelings of Isolation. Another goal of the Supplemental Counseling Program is to help students experience less isolation. An overwhelming majority of the counselors (96%) expressed confidence in working with students to achieve this goal. Again the counselor's formal training and past work experience were cited as major contributors to this perceived confidence. In addition, the ability to speak Spanish and the counselors' own backgrounds were seen as facilitative when dealing with students' feelings of isolation. However, there were counselors who believed students experience no such feelings and it is only the returning PWT student who is likely to feel isolated.

6. Counseling Assistance to Increase Students' Self-Esteem. In order to examine further the program's specific areas of counseling, the counselors were also requested to rate their confidence level in working with students to increase their feelings of self-worth. Ninety-eight percent gave "confident" responses and only two percent "not confident" responses. The most frequently cited reasons given by the counselors to support their belief regarding the improved self-worth of students were three: The counselors focus on the students' positives, the counselors develop caring relationships with students, and the counselors are well trained and are confident. As was true for the counselors, a vast majority of the students (94%) also agreed that their self-esteems were enhanced because of the counseling they received. Because students can talk on a one-to-one basis, because they receive support, encouragement, confidence, and motivation from counselors, because counselors are always available, and because the counselors let students know they have a chance in life, the students believed their self-esteems were boosted.

7. The Program's Impact on Student Happiness. There was widespread agreement among the counselors (86%) and the students (86%) that the Supplemental Counseling Program helps students become happier individuals. The following summary statements represent the types of comments offered by the students regarding this issue:

   a. "They (counselors) make you feel that you aren't alone."

   b. "School would be a mad house without counselors--they really help you."

   c. "You know someone cares about your success."

   d. "The counselors will change your classes if you are unhappy and then you'll feel happy."

   e. "The counselors get you straight and keep you in line. They are like second parents."

   f. "Every student needs counseling. We would all be happier."

Program Implementation

The Supplemental Counseling Program developers believed that for the program to achieve its goals, e.g., increased student self-esteem, certain characteristics must be present in each program's implementation. Therefore, the second focus of the evaluation dealt with issues related to how the program was actually carried out at the various PHBAO high schools, e.g., do the counselors meet individually or in groups with students on a regular basis? Is the lowered pupil-counselor ratio operative? and do the counselors utilize the whole-child theoretical approach when working with students?

Pupil-Counselor Ratio. The counselors in the study sample were asked to respond to three questions that specifically dealt with the lowered pupil-counselor ratio issue. They were first asked to report the exact ratio at their respective school. Only two of the 48 counselors indicated their ratios exceeded the 375:1 level. The ratios reported for the 12 sample schools ranged from a low of 200:1 to a high of 462:1.

The counselors were next asked to rate their schools' particular ratio. An analysis of the data shows 65% believed their schools' ratio was "about right," 27% gave a "too high" rating; and only 2% rated the ratio as "too low."

The counselors also rated the program's goal of maintaining a 375:1 ratio. Over half (60%) believed the specified level is "too high" while approximately a third (36%) indicated it is "about right." Responses to an open-ended question soliciting additional comments from the counseling regarding the lowered ratio yielded the following: "The ratio is too high to carry out a whole-child approach," "Students at this school need more personal contact--not just courtesy contact," "Discipline and academic problems require a lot of time," and "Too much paperwork and other duties--not enough real counseling."

Interesting enough, there was some diversity in the counselors' responses when requested to approximate the percentage of time devoted to "counseling" and "non-counseling" duties. Some reported 100% of their time involves counseling functions and activities, while others reported percentages as low as 15%. Conversely, non-counseling time percentages ranged from 85% to zero-time.

Regularly Scheduled Counseling. Since one intent of the Supplemental Counseling Program is to make regularly scheduled individual and group counseling available for PHBAO students, it was important to secure from the respondent groups their views concerning this goal.

All of the counselors (100%) indicated they are able to meet individually with students. Ninety-seven percent of the students concurred with this assertion. During these individual counseling sessions the students reported engaging in activities such as class programming, discussions of grades, personal and academic problems, and miscellaneous day-to-day topics.

A somewhat lower percent of the counselors (85%) indicated they are able to meet in groups with students. Involvement with extra duties, opposition from administrators, and the lack of scheduling were the reasons cited by the counselors when asked to explain why group counseling is not as readily available as is individual counseling.

There was a definite split among the students when asked if counselors meet in groups with students. Over half (56%) reported "no" and the remainder (44%) "yes." When group sessions are held, the students reported the following activities most often take place. They are given information about class and graduation requirements, they engage in discussions of common problems, they receive orientation about new classes and school acitivities, and they often receive "quick rush jobs."

Whether the individual or group counseling sessions occur on a regular basis was also an area of interest for the evaluation staff. Less than two-thirds

(65%) of the counselors reported having regularly scheduled individual counseling sessions. An even lower percentage (62%) reported holding regular group sessions. The lack of time, daily walk-ins, teacher referrals, and the time of the academic year were cited as reasons for not holding regularly scheduled activities.

Some counselors remarked that lower case loads, the termination of the whole-child approach, reduced paperwork, inservice for counselors, the elimination of needless supervision, the stablization of the counseling staff, the availability of tutors, and more control of their (the counselors) own activities would all help to improve the scheduling of counseling.

Whole-Child Approach. Another premise of the Supplemental Counseling Program is that the utilization of a whole-child approach will yield the greatest benefits for student counselees. Whether this concept was actually operationalized as a viable component of each school's program was an issue of definite concern for this evaluation.

Feedback received from the counselors indicated that approximately two-thirds of this group (67%) agreed with the whole-child approach to counseling. The comments offered by its opponents (31%) centered primarily on issues related to the diminished effectiveness of the approach when discipline issues are involved, the vagueness of the whole-child approach, the time constraints which prevent the effective application of the approach, and the belief that the role of a counselor directly contradicts dealing with all areas of the student's being. As summarized by one counselor, "Counselors are thought of as good guys and they cannot deal with the total child."

Further analysis of the data indicated that many of the counselors (94%) reported feeling "extremely confident" or "confident" in using the whole-child approach with students. In addition, the counselors elected to offer subjective opinions regarding the approach. Some were thoroughly convinced about the merits of the approach, mentioning it was extremely beneficial for students, counselors, and the entire school staff. Others commented that the approach makes sense because the more the counselor knows about a child, the more that child can be helped. And, it was the belief of some that use of the whole-child approach ensures that students are dealt with in a comprehensive manner. Those having less favorable opinions about the approach cited their lack of expertise, their inexperience, and their belief that the approach is unrealistic as reasons for their flimsy support.

In keeping with the previous findings, it was not surprising to discover that as many as 69% of the counselors responded "yes" when asked if assistance was needed in carrying out the approach with students. At the same time, however, 68% indicated this assistance is already available. The technical information provided by experts such as psychologists, nurses, and social workers were examples of this available support.

Delivery of Quality Counseling. It was also necessary to obtain from the respondents information about the issue of quality counseling. The specific aspects of interest centered on (1) what factors facilitate the delivery of quality counseling, and (2) what factors impede the delivery of quality counseling in PHBAO senior high schools.

Those factors that were most often mentioned as contributing to the delivery of quality counseling were low student-counselor ratios, congenial counselors who like students, administrative support, opportunities to interact with students, one-grade-level counseling, good rapport with staff, flexible scheduling, the ability to speak Spanish, an open-door policy, an improved system for class programming, decreased paperwork, a well managed counseling office, a supportive and efficient clerical staff, and an organized Head Counselor.

Impediments to good counseling included language barriers, paperwork, high student-counselor ratios, unavailable space and time, student absenteeism, interruptions from others, and petty referrals from teachers as obstacles to good counseling.

Programmatic Issues

It was also the concern of this evaluation to obtain feedback from the two respondent groups regarding specific issues related to the Supplemental Counseling Program. The evaluative information obtained follows.

Structural and Organizational Changes in School's Counseling Services. Over half of the counselors in the study sample (58%) believed the creation of the Supplemental Counseling Program by the Los Angeles Unified School District has resulted in definite structural and organizational changes in the counseling services offered at their respective schools. Examples included (1) reduced case loads, (2) increased counseling time, (3) the assignment of additional counselors, (4) the increased awareness by students regarding available counseling services, and (5) a greater emphasis on tenth grade counseling.

Role Perceptions and Duties of Regular and Supplemental Counselors. There was perfect agreement among the regular and Supplemental counselors concerning how both are perceived by school staff. Specifically, 88% of both groups believe no distinctions are made by other staff members. In addition, an even larger percent of the total group (94%) believed the duties of the two counselor types are identical.

Best and Least Liked Aspects of the Supplemental Counseling Program. The counselors and students were asked to indicate what they like best and what they like least about the Program. Those comments that were most frequently mentioned are summarized as follows:

Students:

1. Best Liked Aspects. Those features of the Supplemental Counseling Program that were most often expressed as favored by the students were the encouragement students receive to continue and progress in school, the resourcefulness of the counselors, the assistance received with problems, the availability of counselors, the infor-

mation provided about colleges, universities, and financial aid, the care shown by counselors, the assignment of classes, and the feeling of knowing someone at school will help.

2. Least Liked Aspects. The features of the program that are least liked by students included the lack of involvement by some counselors, limited counseling time, disorganization of the counseling office, assignment into wrong classes, and the unavailability of counselors.

Counselors:

1. Best Liked Aspects. Characteristics of the Supplemental Counseling Program that the counselors tended to find most desirable were the lowered student-counselor ratio, the assignment of additional counselors, the involvement of the family, the one-grade-level assignment, the awareness of the whole-child concept, and the personalization of students because of the three-year association between counselor and student.

2. Least Liked Aspects. Those properities of the program that are least favored by the counselors were the paperwork, the documentation of counselees, the maintenance of logs, and administrators' perceptions of the Program.

Suggested Program Improvements. The counselors and students who took part in the Supplemental Counseling Program's evaluation were also requested to offer recommendations for improving the program. The most frequently cited suggestions appear below:

1. Students. More counselors to provide more counseling services, greater involvement of the counselors in seeing problems of students and monitoring their school progress, more counseling time for students, and greater familiarity of students were the most popular suggestions for program improvement given by the students. Also mentioned, but to a lesser degree, were comments such as getting the counselors to listen better, greater organization of the counseling office, the provision of more information for students, nicer counselors, and the scheduling of one-to-one counseling for all students.

2. Counselors. An analysis of the counselors' responses reveals that lower student-counselor ratios, a reduction in paperwork, release time from supervision, and modification of the whole-child approach to exclude dealing with discipline problems were the suggestions most frequently made by the counselors. In addition, the counselors mentioned increased in-service, Human Resource Development classes, District sponsored staff development classes, opportunities to learn Spanish, internship programs, more clerical assistance, and the improved reputation of the counseling office as other strategies for improving the Supplemental Counseling Program.

SUMMARY

The discussion of the findings is organized according to the two foci of the Supplemental Counseling Program's evaluation. These are (1) the program's impact with regard to providing additional counseling services to PHBAO senior high school students, and (2) the program's implementation at the various high schools.

Provision of Additional Counseling Services

In relation to the program's first goal, both the counselors and students who participated in this evaluation were highly favorable concerning the availability of additional counseling services that exist as a result of the Supplemental Counseling Program. From the interviews it was learned that students believe, beyond a doubt, that on their respective campuses there exist many different types of available counseling services. The two most valued services are individual counseling and class advisement. In addition, there was total agreement among the counselors interviewed that within the Supplemental Counseling Program's framework "students are able to work with counselors when they (the students) have expected or unexpected needs." An overwhelming majority of the students confirmed this assertion. However, only 53% of the student sample were of the opinion that there is a sufficient number of available counselors who service PHBAO high schools.

Feedback from the counselors also indicated that group and individual counseling were the two methods used most frequently by the counselors in their dealings with students. The students reported the greatest given by counselors to be in the articulation of specific course and graduation requirements. On the other hand, matters related to career counseling received the least favorable comments. The maintenance of students' educational records, improvements of students' academic achievement, increased parent involvement in the educational affairs of their offsprings, and helping students resolve personal problems were mentioned as positive features of the Supplemental Counseling Program by both counselors and students.

Implementation of Program

The evaluative information obtained concerning how the program was implemented was far more diversified than the views related to issues concerning the availability of services. For example, while a majority of the 48 counselors interviewed reported being at schools where the 375:1 pupil/counselor ratio was not violated, the ratios ranged from a high of 462:1 to a low of 200:1. And, over half (60%) believed the existing level remains "too high." In addition, there was extreme diversity among the counselors with regard to the percentage of time each reported engaged in "counseling" and/or "noncounseling" duties. Some indicated 100% involvement with counseling duties, others only 15% time with such duties.

The effectiveness of the Supplemental Counseling Program in bringing about regularly scheduled counseling for students appeared clear. All of the counselors (100%) indicated they are able to meet individually with students, while 85% reported having group meetings with students. Yet, 97% of the students responded affirmatively when asked "Do the counselors meet individually with students?" and only 44% responded "yes" when asked if counselors meet in groups with students. Lowered student/counselor ratios, the termination of the whole-child approach, a reduction in paperwork, counselor in-service training, and the elimination of needless supervision were some of the recommendations given by the counselors when requested to make suggestions for improving the scheduling of counseling. With regard to the whole-child approach, only about two-thirds of the counselors (67%) supported the approach, and the exact same percent responded "yes" when asked if they needed assistance in implementing the approach.

It was not surprising to discover that the aspects of the Supplemental Counseling Program best liked by the counselors related to idiosyncratic characteristics of the program, e.g., the lowered student-counselor ratio, the three-year counselor/student assignment, and the utilization of the whole-child approach. Likewise, those features best liked by the students were offshoots of the program's idiosyncratic properties, e.g., the availability of counselors, encouragement received from counselors, resourcefulness of counselors, class assignments, college information, and having that "special someone at school to help."

RECOMMENDATIONS

Based on the feedback received from this evaluation, i.e., the information gathered from the students and counselors, both regular and Supplemental participating in the Supplemental Counseling Program, the following recommendations are proffered for consideration:

1. That there be an effort made to determine, establish, and monitor the 375:1 student/counselor ratio at each PHBAO senior high school.

2. That there be on-site observations made of the Supplemental Counseling Program in order to aid individual PHBAO schools in identifying particular implementation problems, e.g., interruptions caused by irrelevant teacher referrals, and ultimately in resolving these problems.

3. That there be an in-depth analysis of how the whole-child approach is implemented at each school and a determination made of the difficulties encountered. Where appropriate, mechanisms for providing assistance in carrying out the approach should be identified and procedures established for the utilization of such assistance.

4. That there be clearly defined procedures established for the execution of career counseling, e.g., with Career counselors or with the on-line counseling staff.

5. That there be District sponsored in-service training to aid counselors in identifying and using the most expedient procedures for maintaining student logs, documenting contact with counselees, and reducing paperwork and clerical chores.

6. That there be an in-depth analysis focusing on ways to augment counselor time and to increase the number of available counselors for students.

CHAPTER IX: TESTING

SCHOOL ATTITUDE MEASURE

DESCRIPTION OF INSTRUMENT

A basic objective of the PHBAO Program is to bring about affective changes in students. To assess such changes, if any, test score information from the School Attitude Measure (Scott, Foresman and Company, 1980) was obtained. The School Attitude Measure (SAM) is a norm referenced test that is specifically designed to examine several dimensions of student attitude expression. Five attitude scales are included in the SAM.

1. Motivation for Schooling reflects the effect of students' reactions to their past school experience as it relates to their motivation in school.
2. Academic Self-Concept-Performance Based focuses on students' confidence in their academic abilities and their feelings about their school performance.
3. Academic Self-Concept-Reference Based deals with how students think others (teachers, family, and friends) feel about their school performance and their ability to succeed academically.
4. Student's Sense of Control Over Performance measures students' feelings about their ability to exercise control over situations that affect them at school and take responsibility for the outcome of relevant school events such as grades and promotions.
5. Student's Instructional Mastery ascertains students' perceptions regarding the state of their actual school skills.

Based on reading difficulty, there are three available forms of the SAM: Level 4-6, Level 7-8, and Level 9-12. Each form contains approximately 250 items to which the student, using a four-point scale (i.e., never agree, sometimes agree, usually agree, always agree), responds to a descriptive statement about school life, e.g., "I learn things very quickly in school."

Normative data for the SAM were gathered during the 1979-80 school year from 28,300 students representing the national population with respect to geographic region, socioeconomic status, and school district size. Students from both private and public schools were included in the sample.

Reliability estimates for internal consistency of the SAM range from .91 to .95 for the total test and for test-retest from .80 to .89. Separate norms are provided for grades 4 through 12. Directions for administration of the SAM are provided in both English and Spanish.

Sample

SAM data were collected from both non-year-round schools and year-round schools. Information from the non-year-round schools came from three sources: 1) 42 schools (32 elementary, 5 junior high, and 5 senior high) that were included in the 1980-81 test sample; 2) 77 schools (64 elementary, 8 junior high, and 5 senior high) that comprised the 1981-82 evaluation; and 3) 86 schools (64 elementary, 8 junior high, and 14 senior high) that were selecte for the 1982-83 school test sample.

Data from the year-round schools came from two sources: 1) six elementary schools that were selected as sites to obtain sixth grade SAM test data for the 1981-82 year-round test sample, and 2) six elementary schools chosen to gather sixth grade data for the 1982-83 school evaluation year.

Analytic Approach

The SAM affective test results were examined in three ways using school data:

1. Non-year-round PHBAO program school scores were analyzed in relation to standardized norms. That is, the 1982-83 SAM results were compared with national norms as well as District norms.
2. Non-year-round PHBAO program school scores were examined over time. That is, the 1982-83 SAM scores were contrasted with the SAM scores obtained during the 1980-81 and 1981-82 academic years.
3. Year-Round PHBAO program school scores were compared over time. That is, 1982-83 results were viewed in relation to results from the 1981-82 school year.

Three of the five SAM attitude scales were used for the two non-year-round approaches previously mentioned. The three subscales were 1) Motivation for School, 2) Academic Self-Concept-Performance Based, and 3) Student's Instructional Mastery. Likewise, three SAM scales were also used for the year-round approach. They were 1) Academic Self-Concept-Performance Based, 2) Student's Sense of Control Over Performance, and 3) Student's Instructional Mastery.

Data Presentation

As previously indicated, three approaches were used to analyze the SAM affective data. The first involved examining the test scores of the non-year-round PHBAO program schools in relation to standardized norms. That is, the sample schools' 1982-83 local and national percentile scores were compared. The findings of this analysis are presented in Table 1.

The results of the 1982-83 non-year-round sample schools' SAM scores can best be understood by noting scoring patterns across the four grade levels and scoring patterns common to each of the three SAM sub-scales. Two findings are worth citing. First, with respect to grade level, in every case the sixth and tenth grade local percentile (LP) scores were lower than were the national percentile (NP) scores. This finding was consistent for all three SAM subscales. The point difference between the local and national percentile scores at the two grade levels varied from subscale to subscale. However, the greatest difference between the two percentile scores was on the subscale Motivation for Schooling. For the two remaining grades, four and eight, no consistent pattern emerged when the local and national percentile scores were examined. At the fourth grade level, for example, the national scores were higher than the local scores on the Motivation for Schooling and Academic Self-Concept-Performance Based subscales, but lower on the Student's Instructional Mastery subscale. At the eighth grade, national percentile scores were higher than the local scores on only one subscale, Motivation for Schooling. On the remaining two scales, Academic Self-Concept-Performance Based and Student's Instructional Mastery, the eighth grade national percentile scores were lower than the local scores. In addition, no relationship was found to exist between the magnitude of the local and national percentile scores and grade level classification. In other words, the fourth grade, which is the lowest grade level represented in the sample, did not have the lowest local or national percentile scores. Conversely, the highest grade level represented, grade ten, did not have the highest percentile scores at the local or the national level.

Now turning to the second major finding, the scoring patterns peculiar to the particular SAM subscale. On the subscale Motivation for Schooling, in every case the local percentile scores were lower than the national scores. This was true across all four grade levels. Point differences between the two percentile scores ranged from a low of 6 and 7 at grades four and eight, to a high of 12 and 13 at grades six and ten. With regard to the Academic Self-Concept-Performance Based subscale, at every grade level the national percentile scores were higher than the local percentile scores except at eighth grade. On the Student's Instructional Mastery subscales, two grades, four and eight, had lower national than local scores; and two grades, six and ten, had higher national percentiles that local percentiles.

In addition to the previous analysis involving standardized norms, the SAM test scores were also examined over time using the national percentile scores. Three academic years were used to make these comparisons. They were 1980-81, 1981-82, and 1982-83. The results of this examination are presented in Table 2.

The results indicate that at the elementary level, grades four and six, the evaluation school's national percentile scores slightly increased over the three academic years. This increase in scores occurred on all three SAM subscales. Comparisons of the national percentile scores for the three year period for the two secondary grades, eight and ten, yielded three results. The scores remained constant from 1980-81, to 1981-82, to 1982-83 (e.g., grade eight, subscale Student's Instructional Mastery); the scores decreased over the three year period (e.g., grade ten, subscale Academic Self-Concept-Performanced Based; or the scores vacillated from year-to-year (e.g., grade eight, subscale, Academic Self-Concept-Performanced Based). Specific findings follow:

1. The largest increase in the national percentile score over the three testing periods occurred at the sixth grade level on the SAM subscale Student's Instructional Mastery.

Table 1

Comparison of Non-Year-Round Evaluation Schools' 1982-83 SAM Mean Weighted Raw Scores (WRS), National Percentiles (NP), and Local Percentiles (LP) by Grade Level

	SAM Scales								
	Motivation for Schooling			Academic Self-Concept Performance Based			Student's Instructional Mastery		
Grade Level	Mean WRS	NP	LP	Mean WRS	NP	LP	Mean WRS	NP	LP
Elementary:									
Grade 4	46	50	44	41	54	51	43	34	50
Grade 6	47	55	43	41	55	50	45	54	49
Junior High:									
Grade 8	52	52	45	45	45	49	46	44	49
Senior High:									
Grade 10	60	48	35	53	53	42	56	48	45

Table 2

Comparison of Non-Year-Round Schools' 1980-81, 1981-82, and 1982-83 SAM Mean Weighted Raw Scores (WRS) and National Percentile (NP) by Grade Level

	SAM Scales																	
	Motivation for Schooling						Academic Self-Concept Performance Based						Students' Instructional Mastery					
	1980-81		1981-82		1982-83		1980-81		1981-82		1982-83		1980-81		1981-82		1982-83	
Grade Level	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP	Mean WRS	NP
Elementary:																		
Grade 4	45	46	46	50	46	50	40	46	41	54	41	54	42	29	43	34	43	34
Grade 6	46	49	48	60	47	55	40	46	40	46	41	55	43	43	44	48	45	54
Junior High:																		
Grade 8	53	56	53	56	52	52	45	45	46	52	45	45	46	44	46	44	46	44
Senior High:																		
Grade 10	61	52	61	52	60	48	54	57	54	57	53	53	56	48	56	48	56	48

2. The greatest decrease in the national percentile score over the three year period took place at grade eight on the SAM subscale Motivation for Schooling and at grade ten on two subscales, Motivation for Schooling and Academic Self-Concept-Performance Based.
3. The national percentile scores over the three testing periods remained constant at grade eight on two SAM subscales, Academic Self-Concept-Performance Based and Student's Instructional Mastery, and at grade ten on one subscale, Student's Instructional Mastery.

Finally, in Table 3 are presented the SAM results according to the third way in which the affective data were analyzed. This involved examining the test scores from the year-round sixth grade schools with respect to national percentile score changes over time. The results indicated that for each SAM subscale, the national percentile scores slightly increased from 1981-82 to 1982-83. In addition, the highest percentile scores for the two testing periods were on the SAM subscale Student's Instructional Mastery and the lowest percentile scores on the subscale Academic Self-Concept-Performance Based.

SUMMARY

The information presented in this section summarizes the results obtained from the analyses of the SAM data obtained from non-year-round and year-round PHBAO program schools. To reiterate, the analyses were intended to answer three primary questions:

1. Do the attitudes of non-year-round PHBAO program students differ from students at the national level?
2. Do the attitudes of non-year-round PHBAO program students improve over time?
3. Do the attitudes of Year-Round PHBAO program students improve over time?

To summarize briefly, the results from the first analysis, examining the non-year-round PHBAO program school scores to national norms, indicate two primary findings. First, there were definite trends for grades six and ten. The students' self-reports at these two levels concerning their beliefs regarding how positive they are about "past school experience," their beliefs regarding their academic ability and performance, and their views about their school skills were generally less positive than those expressed by students in the national standardization sample. The disparity between the two groups of students was greatest in the area of motivation. The second major finding concerned the PHBAO students' attitudes concerning their motivation for schooling. Regardless of grade level, the PHBAO students were uniformly less positive than were the students in the national standardization sample. The data appear to strongly suggest that PHBAO students do feel less positive about their school experience which in turn likely affects how hard they work in school, how much they value school, and how much they want to pursue further schooling. Why students completing their elementary school experience (sixth graders) and those completing their first year of senior high school (tenth graders) were consistently less positive in

Table 3

Comparison of Year-Round Sixth Grade Schools'
1981-82 and 1982-83
SAM Mean Weighted Raw Scores
by Frequency

		SAM Scales					
		Academic Self-Concept Performance Based		Student's Sense of Control over Performance		Student's Instructional Mastery	
Weighted Mean Raw Score	National Percentile Score	1981-82 frequency (N = 6)	1982-83 frequency (N = 6)	1981-82 frequency (N = 6)	1982-83 frequency (N = 6)	1981-82 frequency (N = 6)	1982-83 frequency (N = 6)
39	39	2	0	0	0	0	0
40	46	1	3	0	0	0	0
41	55	3	2	0	0	0	0
42	62	0	1	2	1	0	0
43	70	0	0	2	2	4	0
44	76	0	0	2	2	2	6
45	81	0	0	0	1	0	0

all of the attitudes examined and why PHBAO students in general, regardless of grade level, are less positive with regard to school motivation are two extremely important questions that surfaced from this evaluation. While it is beyond the scope of this report to answer such questions, they must surely be addressed if educators are to understand the educational process as it affects students who attend predominantly minority schools.

The data obtained from the second analysis provides the basis for the conclusions regarding changes in the non-year-round students' attitudinal responses over time. The major finding concerning this aspect of the program is the elementary students' self-reports regarding their motivation for schooling, their self-concept based on school performance, and their beliefs about their academic skills. In all three instances there were slight improvements over the three-year testing period. This pattern was not evident at the secondary level. Instead, what emerged at grades eight and ten were improvements in attitudes, deteriorations in attitudes, and constancy in attitudes. In general, then, the affective attitudes of the PHBAO elementary school students do tend to improve throughout the elementary school experience. Whether these improvements continue or maintain themselves during the junior and senior high years cannot be determined.

Finally, evidence obtained from the analysis of the year-round PHBAO program schools produced the following finding: There were slight improvements in the attitudinal responses obtained from the sixth grade students during the 1981-82 and 1982-83 school year evaluations. In other words, the year-to-year contrast revealed that students' feedback regarding their confidence in their academic abilities and their feelings about their school performance, their feelings about being able to exercise control over situations that affect them at school and to take responsibility for the outcome of relevant school events, and their beliefs about the state of their actual school skills all improved over the two-year testing period.

ACHIEVEMENT TEST DATA

Achievement test data were collected through the District's regularly scheduled testing program in Spring, 1983. Data were drawn from the same 77 schools used in the 1981-82 achievement testing sample: 64 elementary schools, 8 junior high schools, and 5 senior high schools. Two achievement tests were used: at the elementary level, the Survey of Essential Skills (SES), and at the secondary level, the Comprehensive Test of Basic Skills (CTBS).

For the SES, 32 elementary schools were randomly selected for 4th grade testing and the remaining 32 schools were used for 6th grade testing. Within each of these grade levels, all students present were tested, yielding the following sample: 4th grade - 2,977 students; 6th grade - 2,820 students. At the secondary level where the CTBS was used, 3,259 eighth grade students were tested and 909 tenth grade students. (The District testing schedule included only two of the five senior high schools in the designated sample.) The total number of students tested, then, was 9,965: 5,797 at the elementary level and 4,168 at the secondary level.

The analysis of test data will procede in relation to standards, in relation to length of time in the program (over-time), in relation to school schedule (year-round vs. non-year-round) and in relation to type of teacher program (Bilingual vs. Urban Classroom Teacher). Because of the small school numbers, however, analyses in relation to standards and over-time will be the only analyses done for the secondary level data. The remainder of this section will be divided into elementary and secondary results.

ELEMENTARY TEST RESULTS

Description of Instrument

The Survey of Essential Skills (SES) is a criterion-referenced test developed by the Southwest Regional Laboratory (SWRL) and District personnel. It has been adopted by the District for universal use in the elementary schools. The test, for which a separate version is prepared at each grade level, assesses grade-appropriate skills in the areas of reading, mathematics, language, and written composition (grades 3 and 6, only). The tests, administered in the classroom by homeroom teachers, were untimed and on the average lasted from 40 to 60 minutes. Answers to multiple choice items are presented in terms of the mean percent of correct answers. Mastery level categories represent the following mean percent correct answer ranges: Mastery - 75 and above; Approaching Mastery 55 to 74; Non-Mastery - 54 and below.

Sample Description

Of the basic 64 elementary school sample, 32 schools have been in the program for three years and 32 have been in the program for only two years. Table 1 describes the schools in terms of grade level tested and length of program implementation.

Table 1

SES Sample

Number of Schools by Grade Level and Length of Program Implementation

	Length of Program Implementation		
Grade Level Tested	2 Years	3 Years	Total
4th	15	17	32
6th	17	15	32
Total	32	32	64

Table 2 additionally shows the number of students tested by grade level and the length of program implementation.

Table 2

SES Sample

Number of Students by Grade Level and Length of Program Implementation

	Length of Program Implementation		
Grade Level Tested	2 Years	3 Years	Total
4th	1,178	1,799	2,977
6th	1,230	1,590	2,820
Total	2,408	3,389	5,797

A year-round school schedule characterizes 20 of the 44 schools in the sample. Tables 3 and 4 display the number of schools and the number of students by grade level and school schedules.

Table 3

SES Sample

Number of Schools by Grade Level and School Schedule

	School Schedule		
Grade Level Tested	Year-Round	Non-Year Round	Total
4th	11	21	32
6th	9	23	32
Total	20	44	64

Table 4

SES Sample

Number of Students by Grade Level and School Schedule

	School Schedule		
Grade Level Tested	Year-Round	Non-year-round	Total
4th	1,225	1,752	2,977
6th	1,009	1,811	2,820
Total	2,234	3,563	5,797

In sum, though one-half of the schools tested the 4th grade, 4th grade students constitute 51% of the total student sample; and, though equal numbers of schools have been in the program two and three years, 42% of the students are from schools in the program two years, while 58% are from schools in the program three years. Finally, 31% of the schools in the sample are year-round schools and 39% of the sample students attend these schools.

Analysis in Relation to Standards

Tables 5 and 6 describe the 1983 mean percent correct answers for each subject level with corresponding performance ranges by grade 4 and 6 respectively.

Table 5

SES Results - 4th Grade

1983 Mean SES Scores
in Relation to Performance Range

Subject	Mean % Correct	Performance Range
Reading	66.78	II (Approaching Mastery)
Mathematics	71.72	II (Approaching Mastery)
Language	78.59	I (Mastery)

Table 6

SES Results - 6th Grade

1983 Mean SES Scores
in Relation to Performance Range

Subject	Mean % Correct	Performance Range
Reading	79.21	I (Mastery)
Mathematics	68.47	II (Approaching Mastery)
Language	72.81	II (Approaching Mastery)

These figures become even more meaningful when the percentage of sample schools in each performance range are reviewed. At the 4th grade level, no schools are in the non-mastery level in subject area. Eighty-seven percent are approaching mastery in Reading, 69% in Mathematics, and 32% in Language, while 13% have reached mastery in reading, 31% in mathematics, and 78% in language. Whereas no schools at the 6th grade level are at non-mastery in reading and language, 6% of the schools test at non-mastery in mathematics. Approaching mastery in reading are 28% of the schools, in mathematics are 72% of the schools and in language are 56% of the schools. At the mastery level are 72% of the schools in reading, 22% in mathematics, and 44% in language.

The strongest performance area for the 4th grade appears to be language and for the 6th grade, reading. Though all other areas need improvement, the weakest area for the 4th grade appears to be reading and for the 6th grade, mathematics. One must keep in mind, however, the large percentages of schools approaching mastery in each of these areas.

Analysis Over Time (Length of Program Implementation)

Table 7 and 8 show that there are no appreciable differences at either grade level between 1981-82 and 1982-83 test scores, with the exception of both 4th and 6th grade mathematic scores. In these instances, the increases between years are significant.

Table 7

SES Results - 4th Grade

Comparison of 1981-82 and 1982-83 Test Scores

Subject	Performance Range	1982 Mean % Correct	1983 Mean % Correct
Reading	II	65.97	66.78
Mathematics	II	68.58	71.72
Language	I	78.12	78.59

Table 8

SES Results - 6th Grade

Comparison of 1981-82 and 1982-83 Test Scores

Subject	Performance Range	1982 Mean % Correct	1983 Mean% Correct
Reading	I	80.74	79.21
Mathematics	II	65.76	68.47
Language	II	74.43	72.81

That there is growth, however, is substantiated by the change in percentages of schools a particular performance ranges between the two years. These data are presented in Tables 9 and 10. It can be noted that mathematics is a key area of growth for both grade levels.

Table 9

SES Results - 4th Grade

Percentage of Schools at Specified Performance Level

Subject	Non-Mastery	Approaching Mastery	Mastery
Reading			
1982	6	91	3
1983	0	87	13
Mathematics			
1982	6	81	13
1983	0	69	31
Language			
1982	0	37	63
1983	0	32	78

Table 10

SES Results - 6th Grade

Percentage of Schools at Specified Performance Levels

Subject	Non-Mastery	Approaching Mastery	Mastery
Reading			
1982	3	22	75
1983	0	28	72
Mathematics			
1982	16	75	9
1983	6	72	22
Language			
1982	0	66	34
1983	0	56	44

Additionally, growth may be regarded in relation to whether the program has been at the school two or three years. In Tables 11 and 12, district differences in this regard may be seen at both grade levels.

Table 11

SES Results - 4th Grade

Comparison of Mean SES Scores of Schools
in Program Two and Three Years
by Subject and Test Year

Subject and Test Year	Number of Years in Program Two Years	Three Years
Reading		
1980-81	-	61.88
1981-82	68.00	62.59
1982-83	69.87	63.00
Mathematics		
1980-81	-	65.18
1981-82	68.80	67.76
1982-83	74.00	69.29
Language		
1980-81	-	70.71
1981-82	79.53	75.00
1982-83	81.33	75.47

Table 12

SES Results - 6th Grade

Comparison of Mean SES Scores of Schools in Program Two and Three Years by Subject and Test Year

Subject and Test Year	Number of Years in Program Two Years	 Three Years
Reading		
1980-81	-	69.26
1981-82	81.41	77.60
1982-83	80.29	78.00
Mathematics		
1980-81	-	62.33
1981-82	65.77	64.80
1982-83	68.18	68.80
Language		
1980-81	-	61.40
1981-82	74.65	72.07
1982-83	73.29	72.26

At the 4th grade level, there is little growth in reading and language in the two year schools, but substantive growth in mathematics. For the three year schools, there is moderate growth in mathematics and language, but little, as was the case with two year schools, in reading. Similarly, there is little change in the scores over time at the 6th grade level in reading or language in the two year schools. But in the three year schools, the growth is marked in these subject areas, plus mathematics. Two year schools demonstrate improvement over time in mathematics also.

Analysis by School Schedule

There do not appear to be any meaningful differences between the scores of students in year-round schools and those in non-year-round Schools at either grade level.

Table 13

SES Results - 4th and 6th Grades

Comparison of SES scores for Year-Round and Non-Year-Round Schools by Grade and Subject

Grade and School Schedule	Subject		
	Reading	Mathematics	Language
4th Grade			
Year-Round	67.27	70.55	76.09
Non-Year-Round	67.24	72.00	79.33
6th Grade			
Year-Round	77.44	69.11	71.55
Non-Year-Round	79.91	68.22	73.30

Trends with respect to performance level are also similar as can be noted in Tables 14 and 15.

Table 14

SES Results - 4th Grade

Comparison of Percentages of Schools at Specified Performance Ranges by School Schedule and Subject

School Schedule and Performance Range	Reading	Mathematics	Language
	Subject		
Year-Round			
Mastery	9	27	64
Approaching Mastery	91	73	36
Non-Mastery	0	0	0
Non-Year-Round			
Mastery	19	48	81
Approaching Mastery	76	52	19
Non-Mastery	5	0	0

Table 15

SES Results - 6th Grade

Comparison of Percentages of Schools at Specified Performance Ranges by School Schedule and Subject

School Schedule and Performance Range	Reading	Mathematics	Language
	Subject		
Year-Round			
Mastery	67	22	33
Approaching Mastery	33	78	67
Non-Mastery	0	0	0
Non-Year-Round			
Mastery	74	22	49
Approaching Mastery	26	69	51
Non-Mastery	0	9	0

At the 4th grade level, the majority of both categories of schools are approaching mastery in reading and mathematics, though a slightly greater portion of non-year-round schools than year-round schools have reached mastery in mathematics. Similarly, the majority of both sets of schools have reached mastery in language. Reading is the subject that the majority of both types of schools have reached mastery in at the 6th grade level, while the majority in both categories are approaching mastery in the other two subjects.

Analysis by Teacher Program

Of those schools tested at the 4th grade level, nine have the Urban Classroom Teacher Program, all of which have been PHBAO schools for three years or more. Of the remaining 23, 15 have had the Bilingual Classroom Teacher Program for two years and eight for three years. Of the schools tested at the 6th grade level, seven have been Urban Classroom schools for three years. There was one new Urban Classroom school added in 1981-82. Of the 24 Bilingual Classroom schools, 16 have been in the program for two years and eight for three years.

The next two tables show the SES scores by type of teacher program and length of implementation by grade level.

Table 16

SES Results - 4th Grade

Comparison of SES Scores by Classroom Teacher Program, Length of Program Implementation and Year of Testing

Teacher Program, Year of Testing and Implementation	Subject		
	Reading	Mathematics	Language
Urban Classroom			
1980-81	59.55	63.33	67.67
1981-82	60.22	64.11	72.11
1982-83	60.33	65.78	72.78
Bilingual - Two Years			
1981-82	68.00	68.80	79.53
1982-83	69.87	74.00	81.33
Bilingual - Three Years			
1980-81	64.50	67.25	74.13
1981-82	66.25	71.88	78.25
1982-83	66.00	73.25	78.50
Combined Bilingual			
1981-82	67.39	69.87	79.09
1982-83	68.52	73.74	80.35

For the 1983 testing period, Urban Classroom schools fall behind all Bilingual Classroom schools. The difference is greatest however, between the Urban Classroom and those Bilingual Classroom schools that have been in the program only two years. The most meaningful difference is between Urban Classroom and the Bilingual schools in the program for three years in mathematics. Not only is there an eight point spread for the 1983 testing period, the Urban Classroom schools have only gained approximately two points over the three years whereas the Bilingual schools demonstrate an approximate six point gain over the same time period.

Table 17

SES Results - 6th Grade

Comparison of SES Scores by Classroom Teacher Program, Length of Program Implementation and Year of Testing

Teacher Program, Year of Testing and Implementation	Subject		
	Reading	Mathematics	Language
Urban Classroom			
1980-81	60.00	56.43	55.86
1981-82	74.38	60.25	69.38
1982-83	73.88	64.00	69.25
Bilingual - Two Years			
1981-82	81.25	65.81	74.50
1982-83	80.06	68.25	73.13
Bilingual - Three Years			
1980-81	73.88	67.50	66.25
1981-82	81.63	69.25	75.38
1982-83	82.88	73.38	75.75
Combined Bilingual			
1981-82	81.37	66.96	74.79
1982-83	81.00	69.96	74.00

Generally, the Bilingual Classroom schools score higher than the Urban Classroom schools, but it must be kept in mind that these groups did not score equally at the beginning of their involvement in PHBAO programming. A more meaningful observation focuses on the rate of growth. It is observed that the Urban Classroom schools advanced 13 and 14 points in reading and language, respectively, over a three year period, while the Bilingual Classroom spread was nine points in each of these subjects. While, over the three year period, Bilingual schools raised their mathematics scores approximately six points, Urban Classroom schools raised theirs eight points. A final note is that the Bilingual schools are clearly at the mastery level in reading whereas the Urban Classroom schools are not.

SECONDARY TEST RESULTS

Description of Instrument

The CTBS is a series of standardized, norm-referenced tests designed to measure skills common to all curricula. The CTBS was standardized on a national sample of students. The test covers six basic skill areas, two of which are used by the District: reading and mathematics. The items on each test measure the student's ability in five broad intellectual processes: recognition, translation, interpretation, application, and analysis. Test items were multiple choice, and scores represent the median percentile for all students in a specific grade at each school.

Sample Description

As part of the District's regular testing program, the CTBS was administered to the eight junior high schools and only two high schools in the sample. Of the eight junior high schools, five have been in the program three years and three for two years. Both of the senior high schools have been in the program for three years.

Longitudinal Analysis in Relation to Standards

Table 18

CTBS Results - 8th Grade

Comparison of Median Percentile Scores
by Year of Testing and Length of Program Implementation

Year of Testing Program Implementation	Subject Reading	 Mathematics
Junior High Combined		
1981-82	27	38
1982-83	28	41
Junior High - Three Years		
1980-81	23	30
1981-82	26	37
1982-83	28	37
Junior High - Two Years		
1981-82	31	41
1982-83	29	44

Overall, the gains made by 8th graders in the program have been small. However, those in the program for three years made considerably greater strides in both reading and mathematics than those only in the program for two years. All scores remain markedly below the 50th percentile with only the two year junior high school mathematics scores even approaching that standard.

Since there are only two senior high schools, they will be reported separately. Though, some gains are noted, these schools, as was the case with at the junior high level, are testing far below the 50th percentile.

Table 19

CTBS Results - 10th Grade

Comparison of Median Percentile Scores
by Year of Testing

	Subject	
Year of Testing	Reading	Mathematics
School A		
1980-81	9	13
1981-82	46	26
1982-83	13	14
School B		
1980-81	13	15
1981-82	43	18
1982-83	12	15

The upward surge of the test scores for both schools during the 1981-82 school year is curious and beyond explanation in this analysis.

SUMMARY AND RECOMMENDATIONS

At the secondary level, movement in achievement scores is miniscule and performance levels remain well below the 50th percentile. At the elementary level, there has been a far greater and more encouraging degree of improvement. For example, though the test scores for reading and language at both the 4th and 6th grade level did not change appreciably, those for mathematics did. There was a marked increase in the percentage of schools whose scores are in the mastery level range from 1982 to 1983. This is true for both elementary grade levels and in all subjects, with the exception of 6th grade reading. The slight decrease in these scores however, does not move the overall 6th grade performance in reading out of the mastery range. Also, there are no appreciable differences in scores in relation to school schedule; and though there are differences in scores between bilingual and urban classroom schools, it can not be said that these differences are attributable to the type of teacher program.

It is recommended that:

1. test preparation be carefully monitored, especially at the secondary level

2. concerted effort be continued toward the improvement of basic skills of students that can then be reflected in improved test scores.

CHAPTER X: TOTAL PROGRAM EFFECTIVENESS

Several programs have been instituted in the LAUSD in order to provide particular types of assistance to PHBAO schools. These programs were designed to improve curriculum, educational leadership, and teacher quality. This chapter describes the results from a program effectiveness survey covering all of the PHBAO components.

METHODOLOGY

The survey consisted of questions which addressed each program and the objectives to be fulfilled. The overall effectiveness of each of the programs is presented in two different ways: 1) Have the program's objectives been fulfilled? 2) Have the programs improved curriculum, educational leadership, or teacher quality?

SAMPLE

The sample consisted of 124 schools drawn during the 1982-83 school year. Sixty-four elementary, 37 junior high, and 23 senior high schools were involved. Year-round schools were included in this sample. Proportionate, stratified random sampling was used to achieve an adequate representation from all administrative regions. A total of 16 schools were selected. All administrators, 4th, 6th grade, and secondary teachers, parents and students were included in the sample.

ANALYSIS

The programs are analyzed in terms of their effectiveness. Their effectiveness is determined by the degree to which their objectives are perceived by the respondents to be fulfilled.

PROGRAMS TO IMPROVE CURRICULUM

There are nine programs which are designed to improve curriculum. They are: Articulation, Computer Assistance, Curriculum Alignment, Extension of Primary School Day, Parent/Teacher Conference, Project AHEAD, Project Textbook, Student-to-Student Interaction, and Supplemental Counseling. This section includes survey results for each of these programs.

1. ARTICULATION PROGRAM

PROGRAM DESCRIPTION

The Articulation Program is designed to give students and parents an opportunity to gain a better understanding of the available instructional programs which exist at PHBAO Program elementary, junior, and senior high schools. The intent is to facilitate a smooth transition for students and their parents to the junior or senior high school.

DATA ANALYSIS

Most of the teachers and administrators responded that the Articulation Program was effective in holding articulation meetings at times convenient for the majority of parents. Most of the teachers and administrators reported this program is effective in providing useful information for parents and their children. Over 50% of the teachers and administrators reported this program is effective in improving students' educational experiences. Administrators and teachers reported that the most effective aspects of this program are: parent contact, open house, and report exchanging visits.

Parents reported that the information presented by the Articulation Program was useful in helping their children succeed in school. They also reported they had sometimes been able to take advantage of the meetings and services provided by this program. The parts of the program which had been the most useful to parents and their children are: learning how junior high operates, meeting personnel, learning about the new school, helping them to know what they should do for their child to get a better education, helping to correlate and spell out the specifics which greatly aid in what their child needs in a well-rounded basic education, making parents aware of what to expect, having an opportunity to discuss the year's program and holding department meetings, having students benefit from the pre-school workshops, and preparing their child for the next grade level.

2. COMPUTER ASSISTANCE

PROGRAM DESCRIPTION

The goal of the Computer Assistance Program is to provide teachers in elementary schools with high transiency rates with more time to plan instruction and develop curriculum. This is accomplished by using computers to reduce teacher responsibilities related to programming, placement, grading, and other record-keeping duties. The program, targeted to 20 schools, includes the installation of TI 990 computers, related software, and a three hours per day position for a computer operator.

DATA ANALYSIS

Teachers and administrators responded ambivalently that the Computer Assistance Program improved the management of curriculum. The teachers and administrators indicated that it is unclear how this program has freed teachers to spend more time in instructional activities. Teachers reported that this program did not provide more time for elementary teachers to plan instruction and develop curriculum. Teachers also reported that this program did not reduce the time spent in record-keeping. Teachers also reported this program did not have activities related to curriculum planning and instructional preparation that replaced record-keeping activities. Teachers and administrators reported it is too soon to determine which aspect of this program is the most effective. Some reported that the most effective aspect is that it saves time.

3. CURRICULUM ALIGNMENT

PROGRAM DESCRIPTION

This program is a collaborative effort between the District and the Southwest Regional Laboratory (SWRL). The overall goals of the program are to improve the quality and efficiency of instruction in participating schools. The specific objectives are to help teachers match classroom instruction with District defined essential skills in reading, math, and language, and to help teachers match the time required for what they need to teach with the time actually available for instruction. All PHBAO elementary schools participate in the project.

DATA ANALYSIS

Teachers and administrators reported that this program has been effective in improving the curriculum. Teachers and administrators also reported that this program has been effective in helping teachers match classroom instruction with District defined essential skills in reading, mathematics, and written language. Teachers and administrators reported that this program has been effective in helping teachers match the time required for what they need to teach with the time actually available for instruction. Teachers and administrators reported that this program has been effective in focusing classroom instruction on the District skills continuum. Teachers and administrators reported that this program has been effective in increasing time spent in "at grade level" reading, mathematics, and written language instruction. Teachers and administrators reported that this program has been effective in providing training to staff for more learning opportunities in the essential skills. Teachers and administrators reported that the most effective aspect of this program is the provision for continuity of objectives. Some teachers requested more inservice training.

4. EXTENSION OF PRIMARY SCHOOL DAY PROGRAM

PROGRAM DESCRIPTION

This program was designed to expand the instructional day for first and second grade students to 230 minutes. The goal of the program is to increase children's mastery of academic skills through the 50 additional minutes of daily instruction. All elementary schools in the District including the 238 PHBAO elementary schools took part in the program.

DATA ANALYSIS

Teachers and administrators reported that this program is effective in improving the curriculum. Teachers and administrators reported that it is also effective in increasing the children's mastering of academic skills. Administrators reported that the most effective aspect of this program is that more time is available for instruction.

Parents reported that their children have become much better students because of this program.

5. PARENT/TEACHER CONFERENCE PROGRAM

PROGRAM DESCRIPTION

The Parent/Teacher Conference Program is implemented in all 298 PHBAO Program schools, elementary through secondary. This program specifies that parent/teacher conferences be held at the school site twice a year, once during the second month and once during the eighth school month. During the first conference the parent(s) and the teacher discuss test results and their relationship to the student's prescribed program and objectives for the school year. The second conference is intended to give teachers an opportunity to provide parents with an update of the student's academic status utilizing a 30-week report or other current educational information. These conferences are designed to supplement rather than to replace the 20- and 40-week grading reports to parents.

DATA ANALYSIS

Teachers and administrators reported that the Parent/Teacher Conference Program has been effective in having teachers explain to parents the students' test results indicating their performance. Teachers and administrators reported that this program has been effective in having teachers present to parents the students' prescribed programs. Teachers and administrators reported that this program has been effective in providing for more opportunities for direct parent/teacher contact. Teachers and administrators reported that this program has been effective in having teachers provide parents with an update of students' academic status.

Teachers and administrators reported that this program has been effective in encouraging and cultivating active and interested parent participation in the educational process. Administrators and teachers reported that the most effective aspect of this program is that parents are better informed, they come to school, and students try harder.

Parents reported this program has been effective in helping them develop a good educational program for their child. Parents also reported that the students' test results were useful to them. They also reported teachers were effective in explaining their child's progress in school. Parents reported that this program has been successful in drawing parents and teachers together. They also reported that they participate in more school activities because of the Parent/Teacher Conference Program. The most useful parts of this program to parents are: open house, meeting with teachers to discuss problems and grades, being able to speak to their child's teacher on a one-to-one basis, being able to take part and benefit from the regularly scheduled conference without taking off of work, being able to be more helpful to their child's education, helping them personally, being able to conference with teachers, making it easier to see the teachers, and allowing for better understanding for students, teachers, and parents.

6. PROJECT AHEAD PROGRAM

PROGRAM DESCRIPTION

The Accelerating Home Education and Development (AHEAD) Program is designed for the parents of children in the primary grades, kindergarten through third. Based upon a model developed by Dr. Dorothy Rich, Founder and Director of the Home and School Institute in Washington, D.C., Project AHEAD emphasizes the importance of parental participation in, and responsibility for, the on-going educational development of their children. It strives to foster a positive attitude toward learning between parent and child. This is accomplished by teaching parents how to communicate with their children more effectively and by showing parents ways of making their homes learning centers that will enhance and supplement the formal education received by the children in school. The combined effect of home and school education is purported to enrich the child's overall learning experiences, to increase motivation and the desire to learn, and thereby advance the child to high levels of academic achievement.

DATA ANALYSIS

A few teachers reported that the Project AHEAD Program has been effective in encouraging parents to participate and be responsible for the on-going educational development of their children. They also reported the program has been effective in developing a positive attitude toward learning between parent and child. Teachers also reported that this program has been effective in developing parental skills as they relate to the child's learning. They reported that this program has been effective in improving student learning.

Parents reported the Project AHEAD Program has been very useful in helping parents communicate with their children. Parents also reported they have been able to participate in school. They reported that this program has been helpful in increasing much of the time spent in interacting with their child.

7. PROJECT TEXTBOOK PROGRAM

PROGRAM DESCRIPTION

This program was designed to improve the quality of instruction at participating schools by ensuring that all students have individual textbooks for academic subjects. Methods used to achieve this goal included: (a) determining textbook overages and shortages at each school, (b) coordinating school inventories with District inventories, (c) providing staff development which focuses on the appropriate use of books, (d) encouraging students to take responsibility for the textbooks, and (e) involving parents in promoting students' book maintenance responsibility. The program operates in all 298 PHBAO schools.

DATA ANALYSIS

Teachers and administrators reported that the Project Textbook Program has been effective in improving the curriculum. Teachers and administrators reported that this program has been effective in reducing the time between ordering and receiving new books. Teachers and administrators reported that this program has been effective in increasing the percentage of books appropriate to grade level subject matter. Teachers and administrators reported that this program has been effective in insuring that all students have basic textbooks. Teachers and administrators reported that the program has been effective in promoting within the student a sense of responsibility for books. Administrators and teachers reported that the most effective aspect of this program is that more books are available.

Parents reported that their children had the books needed for schoolwork. Parents also reported that the most important help this program had provided for their children was: attention to their work, books to do their work, books they didn't have before, basic textbooks a child needs as a guide in the learning process, very good and well chosen books, stressing the importance of a consistent homework policy, most appropriate textbook as stated by classroom teacher, every child with textbook, proper book for updated studies, books necessary for child's education, and enjoyable workbooks.

Students reported that the Project Textbook Program has been effective in providing textbooks for them. Students also reported they are able to have textbooks for all of their classes. Students reported that the condition of their books is good. Students reported that their books are appropriate to the schoolwork demands. Students also reported that the most useful part of the Project Textbook Program is the availability and appropriateness of texts.

8. STUDENT-TO-STUDENT INTERACTION PROGRAM

PROGRAM DESCRIPTION

The goal of this program is to help students develop their ability to interact positively and effectively in multi-ethnic relationships. Efforts were made toward this goal by pairing schools within paired areas to participate in the following major activities: Sea Education Afloat and Camping. All 298 PHAO schools participated in the program.

DATA ANALYSIS

Teachers and administrators reported that the Student-to-Student Interaction Program is effective in promoting intercultural and interracial understanding. Teachers and Administrators also reported that this program is effective in promoting positive student interaction. Teachers and administrators reported that this program is effective in increasing student knowledge/awareness of other ethnic groups. Teachers and administrators also reported that this program is effective in increasing student interaction among different ethnic groups. Teachers and administrators also reported that this program is effective in increasing student acceptance of students from other ethnic groups. Administrators and teachers reported that camp is the most effective aspect of this program. They reported it helps students to mix, the sponsor is outstanding, the individual counseling is effective, and the whole program is effective.

Parents reported that the Student-to-Student Interaction Program is effective in training their child to be a better student and get along with others of different ethnic groups. Parents also reported that the most helpful part of the program is: meeting other students, helping their child mostly by enlarging the circle of understanding beyond their ethnic culture, providing the PIE trips which are effective in allowing the students the opportunity to interact with students of other ethnic backgrounds, having students able to react with one another through field-trips and oceanographic projects, and having students learn more tolerance of other kids of different backgrounds.

9. SUPPLEMENTAL COUNSELING PROGRAM

PROGRAM DESCRIPTION

The Supplemental Counseling Program was designed to provide additional counseling assistance to students attending PHBAO senior high schools. The intent of the program was to develop a whole-child approach to counseling, e.g., academic, personal, career, college, etc., which would enable students to receive maximum benefits from their three-year senior high school experiences. The specific method(s) used to deliver the counseling services were determined by the respective PHBAO school. The Supplemental Counseling

Program had as its goal a maximum student/counselor ratio of 375:1. The program planners anticipated that this lowered ratio would permit counselors to service students more easily either individually or in group settings. In addition, the hope was that whenever possible the counselor would retain the same students as counselees throughout senior high school.

DATA ANALYSIS

Teachers and administrators reported that the Supplemental Counseling Program has been somewhat effective in developing a whole-child approach to counseling. Teachers and administrators also reported that this program has been effective in providing maximum benefits to students' senior high school educational experiences. Teachers and administrators also reported that this program has been effective in increasing regular individual meetings with students. Teachers and administrators reported that this program has been effective in increasing group counseling activities. Teachers and administrators reported this program is effective in assisting students with such problems as isolation. Teachers and administrators reported this program is effective in helping students with specific educational requirements. Administrators and teachers reported that the most effective aspects of this program were the reduced counseling load, more contacts, and program planning.

Parents reported that the Supplemental Counseling Program has provided more new experiences and knowledge to their child. Parents also reported their child regularly received regular notices of information relevant to his school career and future plans. Parents reported their child meets regularly with the counselor to review his school program. Parents reported the program has been helpful in assisting students to deal with their personal problems. Parents also reported the most valuable service this program has provided is to: solve and explain students' personal problems, provide much information to encourage enrollment in college, provide proper programming, have people from different companies come to explain the requirements needed to obtain various jobs and careers, and provide general help to students.

Students reported the Supplemental Counseling Program has been effective in helping them become better students. They also reported they often met with a counselor. Students reported the counselor provides information regarding: graduation requirements, programming class selection, college/career advice, and grades. They also reported counselors help them with motivation and guidance, personal problems, defining future, and general advice. Students reported they feel free to call on the counselor for help. Students also reported the most useful services the Supplemental Counseling Program has provided for them and/or their friends were: motivation to stay in school, general, and personal help, friendship, effective counseling, program/class selection, availability of a counselor, career/college advice, grades, new service, and guidance.

SUMMARY AND RECOMMENDATIONS

The nine programs designed to improve curriculum are reported to be effective for the most part. The Articulation Program was reported upon by a very small sample. The ratings, however, indicate that both teachers and administrators feel that the program is effective in fulfilling its objectives: 1) holding articulation meetings at times convenient for the majority of parents, 2) providing useful information for parents and their children and 3) improving students' educational experiences. Since the three objectives are fulfilled, it may be inferred that this program has improved the curriculum. Therefore, the effectiveness of this program is positive.

Parents provide additional evidence that this program is effective. Parents reported that the program is useful in helping their child's success in school and that they are able to take advantage of the meetings and services.

The number of responses for the Computer Assistance Program is small. The effectiveness of this program is not reflected by the teachers' and administrators' ratings. It may be that this program has not been in existence long enough to establish its effectiveness. The program seems to be most effective in the area of improving the curriculum. The objectives to: (1) free teachers to spend more time in instructional activities, (2) provide more time for elementary teachers to plan instruction and develop curriculum, and (3) reduce time spent in record-keeping and have activities related to curriculum planning and instructional preparation replace record-keeping activities, have not been fulfilled.

Both teachers' and administrators' ratings indicate the Curriculum Alignment Program is effective in fulfilling its objectives. The curriculum is reported to have been improved. The objectives: 1) helping teachers match classroom instruction with District-defined essential skills in reading, mathematics and written language, 2) helping teachers match the time required for what they need to teach with the time actually available for instruction, 3) focusing classroom instruction on the District skills continuum, 4) increasing time spent in "at grade level" reading, mathematics, and written language instruction, and 5) providing training to staff for more learning opportunities in the essential skills are being fulfilled. This program's effectiveness is positive.

The Extension of the Primary School Day Program is reported to be effective by teachers, administrators, and parents. Teachers and administrators rated the program as effective in improving the curriculum. It has also fulfilled its objective, to increase the children's mastery of academic skills. Parents support this evaluation by reporting that their children have improved because of this program. This program's effectiveness is therefore positive.

The Parent/Teacher Conference Program is reported to be effective in fulfilling its objectives. They are: 1) having teachers explain to parents the students' test results indicating their performance, 2) having teachers present to parents the students' prescribed programs, 3) providing for more opportunities for direct parent/teacher contact, 4) having teachers provide parents with an update of students' academic status, and 5) encouraging and cultivating active and interested parent participation in the educational process. Being that the objectives are being fulfilled, it can be inferred this program is effective in improving the curriculum.

This program's effectiveness is also attested to by parents. They report it has been effective in: 1) helping them develop a good educational program for their child, 2) providing information to them regarding their child's schoolwork, and 3) drawing parents and teachers together. This program's effectiveness is therefore positive.

The Project AHEAD Program was evaluated by a very small sample of respondents. No administrators responded to the questions regarding it. The teachers rated the program as a very effective one in fulfilling its objectives: 1) encouraging parents to participate and be responsible for the on-going educational development of their children, 2) developing a positive attitude toward learning between parent and child, 3) developing parental skills as they relate to the child's learning, and 4) improving student learning.

The parents reported this program has been very useful in: 1) helping them communicate with their child, 2) learning how to help their child study and learn, 3) helping them participate in school activities, and 4) increasing the time spent in interacting with their child.

The Project Textbook Program is rated by teachers and administrators as effective in improving the curriculum. It is also reported to be effective in fulfilling its objectives. The objectives are: 1) reducing the time between ordering and receiving the books, 2) increasing the percentage of books appropriate to grade level subject matter, 3) insuring that all students have basic textbooks, and 4) promoting within the student a sense of responsibility for books.

Parents likewise, report the program is effective in several ways: 1) their child has books, 2) their child brings books home, 3) their child has appropriate books, 4) their child is caring for books, and 5) there is a homework policy. This program's effectiveness is therefore positive.

Students also rate the program as effective in: 1) providing textbooks for them, 2) being able to have textbooks for all of their classes, 3) having their books in good condition, and 4) having appropriate books for their schoolwork demands.

The Student-to-Student Interaction Program is rated by teachers and administrators to be effective in fulfilling its objectives. Its objectives are: 1) promoting intercultural and interracial understanding, 2) promoting positive student interaction, 3) increasing student knowledge/awareness of other ethnic groups, and 4) increasing student interaction among different ethnic groups. Since the objectives of this program are being fulfilled, it can be inferred this program is effective in improving the curriculum. Therefore, the effectiveness of this program is positive.

Very few respondents reported on the effectiveness of the Supplemental Counseling Program. Those who did respond rated it "a lot" and "extremely effective" in fulfilling four of its five objectives: 1) providing maximum benefits to students' senior high school educational experiences, 2) increasing regular individual meetings with students, 3) increasing group counseling activities, and 4) assisting students with such problems as isolation. The program is reported to be less effective in fulfilling the objectives to develop a whole-child approach to counseling.

The parents reported on this program's effectiveness in: 1) providing more new experiences and knowledge to their child, 2) receiving regular notices of information relevant to their child's school career and future plans, 3) having their child meet regularly with the counselor, and 4) assisting students to deal with their personal problems.

Students reported this program's effectiveness in: 1) helping them become better students, 2) meeting with a counselor, and 3) feeling free to call on the counselor for help.

Even though the teachers' and administrators' reports on this program's effectiveness is incomplete, the students' and parents' reports give some indication that this program is positively effective in fulfilling most of its objectives. It may, therefore, be inferred it is improving the curriculum.

PROGRAMS TO IMPROVE EDUCATIONAL LEADERSHIP

There are two programs which were designed to improve educational leadership, the Administrative Development and Selection of Department Chairperson Programs.

1. ADMINISTRATIVE DEVELOPMENT PROGRAM

PROGRAM DESCRIPTION

This program provides an intensive management training experience for certificated staff: one representative from each PHBAO school and 40 representatives from area, branch, and other administrative units. Its objectives are: 1) to identify and encourage the development of leadership potential, 2) to develop instructional leadership skills and techniques to assist teachers in providing a successful educational program for students, 3) to provide career counseling and guidance for selected trainees by principals and other District staff, and 4) to provide on-the-job training experiences for participants.

DATA ANALYSIS

Teachers and administrators reported the Administrative Development Program has been effective in improving educational leadership. Teachers and administrators reported that the program has been effective in identifying and encouraging the development of leadership potential. Teachers and administrators reported that this program has been effective in providing on-the-job training experiences for administrative trainees. Teachers and administrators reported that this program has been effective in developing the instructional leadership skills and techniques to assist teachers. Teachers and administrators reported that this program has been effective in enhancing the promotional opportunities for this program's participants in their schools. Administrators reported the most effective aspect of the program is the development of morale. Administrators and teachers reported that teacher input, on-the-job experience, and the identification of potential leaders as most effective.

2. SELECTION OF DEPARTMENT CHAIRPERSON PROGRAM

PROGRAM DESCRIPTION

The Selection of Department Chairperson Program gives principals both the responsibility and authority to select department chairpersons. This is in contrast to prior procedures wherein teachers, as part of their negotiated contracts, had a role in deciding who would serve as Department Chair. The objective of the program is to give principals the authority necessary for them to be held accountable for improvements in curriculum, instruction, and administration at their schools.

DATA ANALYSIS

Teachers and administrators reported that the Selection of Department Chairperson has been effective in enhancing the principal's ability to improve instruction. Administrators and teachers reported that the most effective aspects of this program are that the chairperson is more responsible, that the selection is based on instructional qualifications, and that teachers sometimes serve on a panel who reviews the qualifications of the candidates.

SUMMARY AND RECOMMENDATIONS

The two programs designed to improve leadership are fulfilling their primary objectives. The Administrative Development Program's effectiveness is reported by teachers and administrators. This program is fulfilling the following objectives: 1) identifying and encouraging the development of leadership potential, 2) providing on-the-job training experiences for administrative trainees, 3) developing the instructional leadership skills and techniques to assist teachers, and 4) enhancing the promotional opportunities for this program's participants in their school. This program's effectiveness is therefore, positive.

The Selection of Department Chairperson Program's effectiveness in fulfilling its objective of enhancing the principal's ability to improve instruction is reported to be positive. Teachers, however, still believe this program permits them to select the chairperson which is contrary to the stated objective of the program. Nevertheless, from the reported responses, it can be inferred that the program is improving educational leadership. This program's effectiveness is, therefore, positive.

PROGRAMS TO IMPROVE TEACHER QUALITY

There are seven programs which were designed to improve teacher quality. They are: Bilingual Classroom Teacher Program, Class Size Reduction, Language Acquisition, Leadership Training Team, Maintenance/Alteration/Improvement, Staff Development, and Urban Classroom Teacher. This section reports on these programs.

1. BILINGUAL CLASSROOM TEACHER PROGRAM

PROGRAM DESCRIPTION

The Bilingual Classroom Teacher Program was developed in order to meet the needs of national origin minority students who are required by state mandate (AB 1329) to participate in Lau programs. The intent of the program is to 1) provide salary incentives to recruit and retain bilingual teachers at specific PHBAO program locations and 2) improve the language services offered to Limited-English-Proficient (LEP) students.

The general goal of the program is to have qualified bilingual teachers, i.e., those who meet credential or certification as well as fluency requirements, agree to assume additional assigned duties and responsibilities for two and one-half hours each week. The assumption is that these additional responsibilities will improve teacher quality by upgrading the curriculum, instruction, and services given to LEP students.

DATA ANALYSIS

Teachers and administrators reported that the Bilingual Classroom Teacher Program has been effective in having qualified bilingual teachers agree to assume additional duties with/for students for 2 1/2 hours each week. Teachers and administrators reported that this program has been effective in improving the instruction of LEP students. Teachers and administrators reported that this program has been effective in improving the services for LEP students. Teachers and administrators reported that this program has been effective in improving teacher quality. Administrators and teachers reported that tutoring and interaction with students, particularly LEP ones, and the recognition of teacher effort are the most effective aspects of this program.

Parents reported the Bilingual Classroom Teacher Program is effective. They reported the teacher spends time with their child. Parents also reported special services are being provided to their child. Parents also reported improvement in the curriculum due to this program. Parents also reported improvement in the instruction. Parents reported improvement in the services to the LEP students since the Bilingual Classroom Teacher Program began. They reported the Bilingual Classroom Teacher Program has been effective in: helping their child be a better school student, having teachers increase their time spent with their child, having special services provided to their child, and having an increase in tutoring services.

2. CLASS SIZE REDUCTION PROGRAM

PROGRAM DESCRIPTION

This program mandates that class size in academic subjects must be average (within each school) a teacher/student ratio of 1:27. The program's objective is to facilitate teacher/student instructional contact within the normal classroom setting.

DATA ANALYSIS

Teachers and administrators reported that the Class Size Reduction Program has been effective in facilitating teacher/student instructional interaction within the classroom. Teachers and administrators also reported that this program has been effective in maintaining the 27:1 class size reduction. Teachers and administrators reported that this program has been effective in increasing opportunities for reinforcement of learning in the classroom. Teachers and administrators reported that this program has been effective in increasing the number of teacher/student counseling sessions. Administrators and teachers reported that the most effective aspect of this program is that it allows for individualization, improves teacher morale, improves student achievement, improves interaction between student and teacher, and maintains the small student/teacher ratio.

3. LANGUAGE ACQUISITION PROGRAM

PROGRAM DESCRIPTION

The Language Acquisition Program was established to meet the identified educational needs of students at PHBAO Program schools. This project has three main objectives: 1) to enable the participants to improve their communication with LEP students, 2) to improve the overall instructional performance of its participants, and 3) to upgrade the self-esteem and achievement levels of students whose teachers are participants.

DATA ANALYSIS

Teachers and administrators reported the Language Acquisition Program is "somewhat effective" in improving teaching skills. Teachers and administrators reported this program effective in improving teachers' confidence working with LEP students and their families. Teachers and administrators reported the program is effective in improving teachers' self-ratings of their Spanish language abilities. Administrators and teachers reported that the most effective aspects of this program are that it provides for cultural awareness, improves communication with parents, and improves knowledge of the Spanish language. Teachers perceived this program as not very effective in improving participants' instructional performance.

Parents reported that the Language Acquisition Program has been helpful in improving the teachers' communication with parents. Parents also reported the teacher interacts or communicates with them about their child's school work.

4. LEADERSHIP TRAINING TEAM PROGRAM

PROGRAM DESCRIPTION

The objective of this program is to facilitate staff development that is specific to local school needs and that is germane to District staff development goals. For each school, the leadership team includes the principal, four teachers, and two community representatives. Their charge is to plan and implement local school staff development sessions, during which team members may also serve as presenters, monitors, and small group discussion leaders. Area office personnel attend District level sessions in preparation for the "trainer of trainers" role. In turn, a representative from each school leadership team attends area meetings for the purposes of carrying out the same role with their respective school teams.

DATA ANALYSIS

Teachers and administrators reported that the Leadership Training Team Program has been effective in improving teacher quality. Teachers and administrators reported that this program has been effective in facilitating staff development specific to local school needs. Teachers and administrators reported that this program has been successful in facilitating staff development to fulfill District goals. Administrators and teachers reported that the most effective aspects of this program are local planning, implementing the needs assessment, and teacher involvement.

5. MAINTENANCE/ALTERATIONS/IMPROVEMENT PROGRAM

PROGRAM DESCRIPTION

This program is designed as a support service for the 298 PHBAO schools. The goal of the program is to improve and upgrade the quality of the physical plant at program schools. Procedurally, the maintenance needs at each school are identified by school administrators and prioritized by area superintendents. The program operates in 147 PHBAO schools: 104 elementary, 25 junior high, and 18 senior high schools.

DATA ANALYSIS

Teachers and administrators reported that the Maintenance/Alteration/Improvement Program has been effective in decreasing the time interval between maintenance request and implementation. Teachers and administrators reported that this program has been effective in decreasing the time interval between starting and completing maintenance projects. Teachers and administrators reported that this program has been effective in improving the safety of the physical plant. Administrators and teachers reported improving morale and quick service are the effective aspects of this program.

6. STAFF DEVELOPMENT PROGRAM

PROGRAM DESCRIPTION

This program was designed to improve instructional strategies with the ultimate goals of enhancing student achievement and self-esteem. The content emphasis included greater teacher expectations in relation to student performance. The program was implemented through one pre-school session for which participants were compensated and sessions totaling 24 hours throughout the school year. Nine video tapes with follow-up activities focusing on teacher expectations were developed for use during the year.

DATA ANALYSIS

Teachers and administrators reported that the Staff Development Program has been effective in improving teacher quality. Teachers and administrators reported that this program has been successful in meeting specific local school needs. Teachers and administrators reported that this program has been effective in developing instructional strategies to improve student self-esteem. Teachers and administrators reported that this program has been effective in developing instructional strategies to improve student achievement. Administrators and teachers reported that the focus on local needs, the focus on instruction, the effective speakers, the updating of teacher training, and the good feedback are the most effective aspects of this program.

7. URBAN CLASSROOM TEACHER PROGRAM

PROGRAM DESCRIPTION

The Urban Classroom Teacher Program has the following goals: to recruit and retain teaching staff, to improve teacher quality, and to provide students with additional services such as student interest clubs and before/after school tutorials. Teachers in the 120 program schools receive a lump sum differential (salary increment) and assume curricular and extracurricular responsibilities for an extra 2 1/2 hours a week.

DATA ANALYSIS

Teachers and administrators reported that the Urban Classroom Teacher Program has been effective in improving teacher quality. Teachers and administrators reported that this program has been effective in recruiting teaching staff since it began at their school. Teachers and administrators reported that this program has been effective in retaining teaching staff since it began at their school. Teachers and administrators reported that this program has been effective in reducing teacher absenteeism. Teachers and administrators stated the Urban Classroom Teacher Program Category at their school: Fourteen (43.8%) teachers reported they are Category I. Ten (31.3%) teachers reported they are Category II. Eight (25%) teachers reported they are Category III. Two administrators reported they are Category I. Three administrators reported they are Category II. Two administrators reported Category III. Administrators and teachers reported that the additional compensation, extra teacher time, retaining teachers, and academic awareness are the most effective aspects of this program.

Parents reported the Urban Classroom Teacher Program has been effective in helping their child become a better student. Parents reported there has been an increase in additional services to their child. They also reported there has been an increase in tutoring services to their child. The increase has been in: school tutoring in most subjects, more available teachers, more available time, and more help going to more people. Parents reported there is an increase in the number of clubs and in the guidance and counseling services.

SUMMARY AND RECOMMENDATIONS

The seven programs designed to improve teacher quality have fulfilled their objectives for the most part. The Bilingual Classroom Teacher Program is reported by teachers and administrators to be effective in improving teacher quality. It is likewise, reported that it is fulfilling its other objectives. The objectives are: 1) having qualified bilingual teachers agree to assume additional duties with/for students for 2 1/2 hours each week, 2) improving the instruction of LEP students, 3) improving the service for LEP students, and 4) providing tutoring services.

Parents also reported that the program is being effective. It is effective in: 1) helping their child be a better student, 2) having teachers spend time with their child, 3) providing special services to their child, 4) improving the curriculum, 5) improving the instruction, 6) improving the services to the LEP students, and 7) increasing tutoring services. This program's effectiveness is, therefore, positive.

The Class Size Reduction Program is rated by teachers and administrators as effective in fulfilling its objectives. The objectives are: 1) facilitating teacher/student instructional interaction within the classroom, 2) maintaining the 27:1 class size reduction, 3) increasing opportunities for reinforcement of learning in the classroom, 4) increasing the number of student/teacher counseling sessions. Since the objectives of this program are being fulfilled, it may be inferred the program is effective in improving teacher quality. Therefore, the effectiveness of this program is positive.

The Language Acquisition Program is not rated as very effective in fulfilling its objectives. Its objectives are: 1) improving teaching skills, 2) improving participants' instructional performance, 3) improving teachers' confidence working with LEP students and their families, and 4) improving teachers' self-rating of their Spanish language ability. Because objectives are not being fulfilled, it is likely that this program is not effective in improving teacher quality.

Parents rate this program more positively. They report the program has been helpful in improving the teachers' communication with parents and that the teacher interact and communicate with them about their child's schoolwork.

Two varying perspectives regarding this program call attention to further investigation. The effectiveness of this program is, therefore, questionable.

The Leadership Training Team Program is rated by teachers and administrators as effective in improving teacher quality. It is, likewise, rated effective in fulfilling its objectives. The objectives are: 1) facilitating staff development specific to local school needs and 2) facilitating staff development to fulfill District goals. This program's effectiveness is, therefore, positive.

The Maintenance/Alteration/Improvement Program is rated by teachers and administrators as effective in fulfilling its objectives. The objectives are: 1) decreasing the time interval between maintenance request and implementation, 2) decreasing the time interval between starting and completing maintenance projects, 3) improving the maintenance of the school plant, and 4) improving the safety of the physical plant. This program's effectiveness is, therefore, positive.

The Staff Development Program is rated by teachers and administrators as effective in improving teacher quality. It is, likewise, rated as effective in fulfilling its objectives. The objectives are: 1) meeting specific local school needs, 2) developing instructional strategies to improve student self-esteem, and 3) developing instructional strategies to improve student achievement. This program's effectiveness is, therefore, positive.

The Urban Classroom Teacher Program is rated by teachers and administrators as effective in improving teacher quality. It is, likewise, rated as effective in fulfilling its objectives. They are: 1) recruiting teaching staff since it began at their school, 2) retaining teaching staff since it began at their school, and 3) reducing teacher absenteeism.

Parents also rate this program as effective. It is effective in: 1) helping their child be a better student, 2) increasing additional services to their child, 3) increasing tutoring services to their child, 4) increasing the number of clubs available to students, and 5) increasing the guidance and counseling services to students. This program's effectiveness is, therefore, positive.

TOTAL PHBAO PROGRAMS

DATA ANALYSIS

Teachers and administrators reported that the PHBAO Programs have been effective in improving teacher quality. Teachers and administrators reported that these programs have been effective in improving the quality of instruction. Teachers and administrators reported that the PHBAO Programs have been effective in improving teacher morale. Teachers and administrators reported that the programs have been effective in improving parents' perceptions of schools. Teachers and administrators reported that the programs have not been effective in increasing the percentage of students who graduate from high school. Teachers and administrators reported that the programs have been effective in improving students' self-esteem. Teachers and administrators reported that the programs have been effective in improving teachers' beliefs in students' potentials. Teachers and administrators reported that the programs have been effective in improving students' achievement. Teachers and administrators reported that the PHBAO Programs have been effective in increasing parental participation.

SUMMARY

Teachers and administrators rate the PHBAO Programs as effective in fulfilling most of their objectives. The objectives are to improve: 1) teacher quality and morale, 2) instruction, 3) parents perception of instruction, 4) students self-esteem and achievement, and 5) teacher expectations. Administrators' ratings are consistently higher than those of the teachers. The only objective which these programs are perceived as not fulfilling is increasing the percentage of students who graduate from high school. In general, the PHBAO program's effectiveness is positive.

CHAPTER XI: HARM; LOW ACHIEVEMENT

INTRODUCTION

Low Achievement was identified as one of four harms resulting from attendance at racially isolated minority schools, or what are presently known as predominately Hispanic, Black, Asian, and Other Non-Anglo schools. Some schools in this category, however, score significantly higher than others on District adopted achievement tests. The ensuing study has attempted to determine which factors and school practices differentiate between schools with high and those with low achievement scores.

Considerable research has been done in this area. Two studies in particular, were used as a basis for formulating the present evaluation issues: 1) Summer and White, "Which School Resources Help Learning," Business Review, Federal Reserve Bank of Philadelphia, February, 1975 (study of the Philadelphia public schools); 2) "Does the Use of Resources Influence Student Achievement?," unpublished paper delivered by Richard Rossmiller, Chair, Department of Educational Administration, University of Wisconsin-Madison at the Fiftieth Anniversary Lecture Series, University of Hawaii, 1981.

METHODOLOGY

Sample

Schools comprised the fundamental sample unit. Using purposive methods, two high achieving and two low achieving elementary schools were selected as were one high achieving junior and senior high school and one low achieving junior and senior high school. The level of achievement was determined by 1982 SES 4th grade reading scores in the instance of elementary schools and CTBS reading scores at the 8th and 10th grade levels. These scores from the total sample of eight schools are found in Table 1.

Table 1

Harms Analysis: Low Achievement

Comparison of 1982 Reading Test Scores for Low and High Achieving Sample Schools

School	*Achievement Status Low Achieving	 High Achieving
Elementary 1	53	88
Elementary 2	68	88
Junior High	20	35
Senior High	10	42

*Elementary test scores represent mean percent correct answers. Secondary test scores represent median percentiles.

Within these school units, all principals, all 3rd through 6th grade teachers, and all 8th and 10th grade English teachers were involved. Thusly, the respondent sample included eight principals and 80 teachers: 48 elementary and 32 secondary teachers.

There were 13 4th grade classes selected as observation sites. Within each class, 4 to 10 students were chosen for observation so that there were 20 students from each school in the observation sample.

Data Collection

All eight principals in the sample participated in a 30-40 minute interview. Of the 80 questionnaires distributed to teachers, 74 were returned, representing a return rate of 92.5%.

The students chosen for study in each of the selected classes were observed for one reading period in the morning and one social studies or language period in the afternoon. To avoid student absence, both observations for any given student were completed in one day.

EVALUATION ISSUES

This study focuses on the salient strengths, weaknesses, and uniqueness of the schools as perceived by principals and teachers. Additionally, classroom activity, teacher education and experience, student and teacher attendance, class size, and teacher attitudes were assessed.

Perceived Strengths, Weaknesses and Uniqueness

With one exception, principals and teachers at both high and low achieving elementary and secondary schools saw strong, qualified staff as the most salient strength of their schools. The one exception was at a low achieving senior high school where the administrator declined to specify a salient strength. Additional features viewed as strengths by principals in high achieving schools were parent support, community support, instructional programs, and general school morale. Teachers (approximately 19%) in these schools also suggested the cultural diversity among students as a salient strength. The interesting difference here is that the staff at the lower achieving schools seemed singularly focused on issues related to the quality of teaching staff while the staff from higher achieving schools additionally focused on other areas. It also appeared that the positive outcomes in these additional areas (e.g., good learning environment, good information flow, bi-cultural sensitivity among students) were a function of deliberate planning and activity and not just casual developments.

Elementary principals in the higher achieving schools mentioned less crowded conditions and more maintenance support as areas of most critical need for improvement. A principal at a lower achieving school mentioned more equipment, materials, and resources for special student personnel as critical needs, while the other principal in this category did not respond. Teachers in the higher achieving elementary schools saw needed improvement in areas of instruction (e.g., increased quality of bilingual instruction) while those in lower achieving schools focused on parental support and discipline problems as areas needing improvement.

At both high and low achieving secondary schools, improvement in teacher quality was an issue for principals. This was of interest since they also mentioned the quality of the staff as the most salient strength. Responses to probes in this area, however, suggest that more specifically principals were interested in facilitating the dismissals of "poor" teachers and in holding all teachers accountable for their teaching activities.

Principals viewed their schools' test scores with some realism. Only in the higher achieving elementary schools were the administrators pleased with the school scores. Each attributed them to sound curriculum planning, teaching strategies, and high caliber staff. In all other instances (including the higher achieving secondary school), respondents were "dismayed" about the scores but attributed them to a range of circumstances. At the elementary level, principals felt that teachers put out little effort. Secondary principals attributed poor school performance to: 1) the involvement of better performing students in the PWT program and 2) the inadequacy of the instructional program in addressing the needs of students who lack certain basic skills.

Finally, perceived uniqueness assumed different meanings for the categories of schools. The higher achieving elementary schools saw the strong, centralized direction and support from the administrator and the consistency of curriculum among grade levels achieved through teacher rotation as their unique features. The lower achieving elementary schools mentioned their size in relation to budget, the huge range of special needs for their children, and the influence of gang membership at the elementary level as unique elements for them.

The secondary responses tended to be more vague, both from the higher and lower achieving school principals. One high achieving school principal said that expectations of general school functioning were greater since the school was designated PHBAO. Another responded that the administrator needed to stay at the school at least five to six years to effect changes. One low achieving secondary school principal mentioned the unusual class configuration while the second suggested that the most unique feature was that the school had no strengths.

The themes that appear to emerge from these rather fluid responses from both principals and teachers are direction, purposefulness, and optimism. These features, coupled with a sense of internal control seemed more prevalent in the higher achieving schools than those with lower scores. A sense of hopelessness, i.e., a constant struggle against the odds... against forces external to the schools, seemed to be more characteristic of the lower achieving schools than the higher achieving ones.

Classroom Activity

Observation of classroom activity took place only at the elementary level and was focused on teacher interruptions for discipline and time spent by pupils on learning tasks. Discipline was defined as remarks or actions geared toward correcting student behavior. Interruption meant that a teacher cut into current classroom process to make these corrections. Learning tasks included reading, studying, writing, answering questions, listening, and working with learning aids, instructional materials, etc. These could occur as independent study, one-on-one with an adult, small or large group with an adult, or student with one or more students without an adult. Table 2 describes some differences between schools on these points.

Table 2

Harms Analysis: Low Achievement

Comparison of High and Low Achieving Elementary Schools On Time-On-Task and Interruptions for Discipline

School	Average Minutes Observed	Average Percentage Time-on-Task	Average Number of Interruptions for Discipline
Low Achieving 1	51	60%	24
Low Achieving 2	44	52%	20
High Achieving 1	52	83%	4
High Achieving 2	55	82%	4

Students in high achieving schools spend proportionately more time-on-task than those in low achieving schools. Also, teachers interrupt instructional activity for disciplinary purposes less frequently in high achieving schools than in low achieving schools.

Teacher Education and Experience

Fifty percent of the teachers in the low achieving schools had baccalaureate degrees only, while 50% also had master's degrees. In the higher achieving schools, 39% of the teachers had master's degrees and 61% had only the bachelor's degree. Using the Barron's rating system for schools (one to seven, with one being the most competitive, four rated as competitive and seven as non-competitive), it was determined that 62% of the teachers in the low achieving schools received their bachelor's degrees from competitive schools; 76% of the teachers from higher achieving schools did so.

Bachelor's degrees were received from less competitive schools by 19% of the teachers in lower achieving and by 16% of those in higher achieving schools. All master's degrees were received at schools rated as competitive.

The general years of teaching experience between the two groups of teachers was nearly comparable. Seventy-five percent of teachers at lower achieving schools and 76% of the teachers at higher achieving schools had more than five years teaching experience. Yet 36% of the teachers at the lower achieving schools had five or more years teaching at the present grade level, while 48% of the teachers at the higher achieving schools had comparable experience.

There do not seem to be great differences between teachers at lower achieving and higher achieving schools with respect to training and experience. Most in both groups have received degrees from the same types of schools and have subsequently taught for nearly equal lengths of time.

Teacher and Student Attendance

Student attendance data, both excused and actual, were collected for all 4th and 6th grade classes in the sample and for four randomly selected 8th and 10th grade classes at each junior and senior high school. These data were collected for the second and third months and the fifth and sixth months of the school year. Excused absences included those due to illness, medical, optometrical, or dental services, attendance at funeral services of a member of students' immediate family, and for exclusions from school for lack of immunization. The percentage of student attendance was calculated as follows:

$$\frac{\text{Total Student Attendance}}{\text{Total No. Students} \times \text{Attendance Days in Period}}$$

Attendance data for students are presented in Table 3.

Table 3

Harms Analysis: Low Achievement

Comparison of Student Attendance Rates for High and Low Achieving Schools

School and Achievement Level	Attendance Rate			
	School Month 2 & 3		School Month 5 & 6	
	Excused	Actual	Excused	Actual
Elementary				
High	97.5	95.5	95.7	94.4
Low	97.8	94.6	96.3	94.0
Junior High				
High	89.1	89.1	86.8	86.6
Low	89.5	88.3	89.0	88.6
Senior High				
High	87.5	87.5	90.9	90.9
Low	71.6	63.8	66.5	70.2

Relatively, there are no differences in student attendance rates in high and low achieving schools at the elementary and junior high levels. However, students are absent (both excused and actual) far less frequently from the high achieving high school than the low achieving high school. This finding ties in with a comment made by the principal of the low achieving high school... that students did not see any reason to come to school.

Teacher absence data were collected for two, two-month pay periods for 4th and 6th grade teachers in the sample and for eight teachers at the junior and senior high levels, including teachers of the 8th and 10th grade English classes where student attendance data were collected. For each school, percentage of teacher absences was calculated as follows:

$$\frac{\text{Total Teacher Absences}}{\text{Total No. Teachers X Teaching Days in Pay Period}}$$

Table 4

Harms Analysis: Low Achievement

Comparison of Teacher Absence Rates for Low and High Achieving Schools

School and Achievement Level	Attendance Rate (in percentages)	
	School Month 2 & 3	School Month 5 & 6
Elementary		
High	4.2	1.9
Low	9.1	9.5
Junior High		
High	5.1	4.7
Low	2.4	3.7
Senior High		
High	7.4	5.4
Low	3.4	4.7

Teachers are absent far less frequently at the high achieving elementary schools than at the low achieving schools. This is not true at the secondary level where teachers are absent at a slightly higher rate at high achieving schools than they are at low achieving schools.

Class Size

At the end of the 2nd, 3rd, 5th, and 6th months of school, the average class size for each of the months was determined. The class size figures presented in Table 5 represent the average of these averages.

Table 5

Harms Analysis: Low Achievement

Comparison of Average Class Size between
Low and High Achieving Schools

School and Achievement Level	Average Class Size
Elementary	
High	28
Low	25
Junior High	
High	25
Low	32
Senior High	
High	27
Low	30

At the elementary level, the average class size is slightly lower in the lower achieving schools than at the higher achieving schools. At the secondary level the reverse is true; there is a smaller average class size in the higher achieving schools.

Teacher Attitudes

Semantic Differential Scales were used to ascertain teacher attitudes in ten school related areas. Three scales were used for each concept area. Attitudinal index was derived for each teacher by averaging the scores in each set of scales. The majority of teachers from both low and high achieving schools had positive attitudes about all concept areas measured as can be seen in Table 6.

Table 6

Harms Analysis: Low Achievement

Comparison of Percentages of Teachers with Positive Attitudes About Ten Aspects of School Life from High and Low Achieving Schools

	Percentage of Teachers with Positive Attitudes	
Aspect of School Life	From Low Achieving Schools	From High Achieving Schools
School Physical Facilities	59	74
School Curriculum	76	83
Student Behavior	22	87
Teaching Conditions	70	78
Student Achievement	23	76
Staff Commitment to Teaching	78	89
Administrative Support	67	85
Student Capacity to Learn	54	92
Colleague Support	87	88
School Climate	63	84

If one keeps in mind that there were twice as many teachers responding from high achieving than from low achieving schools, the span in the percentages are not as drastic as might appear. However, the differences in the percentage of teachers in the two types of schools with positive attitudes about student behavior, student achievement, and student capacity to learn are interpreted as substantive and meaningful. The question that immediately comes to mind is how much of these instances are conveyed to the students? Also of note is that the greatest proportion of teachers at the lower achieving schools are positive about colleague support, while at the higher achieving schools, the greatest proportion have positive attitudes about student capacity to learn.

SUMMARY AND RECOMMENDATIONS

Some concrete differences between low and high achieving schools were noted: 1) there is a slight trend for smaller class size in the higher achieving schools; 2) students in higher achieving elementary schools spend more time-on-task than those in lower achieving schools; 3) teachers make fewer interruptions for discipline at the higher achieving schools than at lower achieving schools; 4) teachers tend to be absent less at higher achieving elementary schools than lower achieving schools at that level, but more at the higher achieving secondary schools than lower achieving secondary schools; and 5) students tend to be absent more frequently at the lower achieving high school than at the higher achieving high school. Similarities between the two types of schools are noted with respect to 1) teacher educational preparation, 2) teacher experience, and 3) student attendance at the elementary and junior high levels.

Perhaps the more meaningful differences, however, are those of a perceptual and attitudinal nature. The administration and staff at the schools with higher scores seemed to be focused on their educational activities, on issues (like grade level meetings, instructional strategies) about which they have some control. By contrast, those at the lower achieving schools raise most concerns about things external to the school that heavily impact the school but over which they have less control (gangs, lack of community support, inadequate budget). Attitudinally, far more teachers at high achieving schools are positive about student behavior, achievement, and capacity to learn than are teachers at low achieving schools. Also, the highest percentage of teachers at higher achieving schools are positive about student capacity to learn, while the highest percentage of teachers at lower achieving schools are positive about collegial support.

It is recommended that:

1. the District continue to focus on improved instructional strategies and classroom management

2. there be continued emphasis on and support given to teachers toward the enhancement of expectations of students

3. in those low achieving schools surrounded by difficult socio-cultural conditions, greater attention be paid to teacher and administrative supports in order to nurture and maintain positive attitudes as they relate to student performance.

CHAPTER XII: HARM; LACK OF ACCESS TO POST-SECONDARY OPPORTUNITIES

EVALUATION ISSUES

In 1977 Superior Court Judge Egly identified lack of access to post-secondary opportunities as one of four harms of racial isolation. The PHBAO programs were subsequently implemented in an effort to ameliorate these harms.

This aspect of the PHBAO evaluation attempts to identify factors which distinguish schools with high percentages of students seeking access to post-secondary opportunities from schools with low percentages of students seeking post-secondary access. Based on the literature, the factors we expect to distinguish the high and low schools include:

- Placement of students in vocational or academic classes
- Faculty expectations of students' post-secondary activities
- Faculty perceptions of events influencing student outcomes
- College attendance of students' family or friends
- Student access to college/trade school information

If these or other factors are found to distinguish high and low access schools, such identification will allow District policy-makers and administrators to incorporate elements of high access schools in the low access schools.

METHODOLOGY

We operationalized the construct "access to post-secondary opportunities" as the percentage of 1982 seniors who requested that transcripts be sent to colleges or trade schools. Because high achieving students are most likely to make application to colleges/trade schools, we controlled for achievement in our analysis. And because we were concerned that factors related to access might be different for PHBAO and non-PHBAO schools, the sample included a small group of non-PHBAO comparison schools.

School Sample

The school sample consisted of 13 PHBAO high schools and two non-PHBAO comparison schools. The PHBAO sample was purposively selected from the universe of 23 PHBAO senior high schools. The comparison schools were purposively selected from nine non-PHBAO senior high schools which were similar to the PHBAO schools in Chapter I ranking and the percent combined minority students.

Sample selection involved obtaining the following information about each of the 28 schools*:

- The percent of 1982 graduates who requested their transcripts be sent to colleges/trade schools
- Mean percent correct items for 12th graders on the 1982 California Assessment of Program (CAP).

For PHBAO schools, the percent of transcripts sent ranged from 13.3 to 71.5 and CAP reading scores ranged from 42.2% to 60.8% with a mean score of 51.1%.** For non-PHBAO schools, the percent of transcripts sent ranged from 38.8 to 63.5, falling within the PHBAO range. However, non-PHBAO achievement scores were higher that PHBAO, ranging from 52.5% to 63.8% with a mean score of 59.7%.

Using percent transcripts sent and reading scores, we divided the PHBAO schools into four groups. We first divided the 19 schools into two approximately equal N groups for percent transcripts sent. The low group ranged from 13.3% to 40.4% and the high group ranged from 43.8% to 71.9%. All schools with achievement scores below the mean of 51.1% were placed in the low achievement group and those with reading scores above the mean were placed in the high achievement group.

These procedures resulted in the following four groups of schools:

- High percent transcripts sent, high achievement (HH; N = 7)
- High percent transcripts sent, low achievement (HL; N = 2)
- Low percent transcripts sent, high achievement (LH; N = 4)
- Low percent transcripts sent, low achievement (LL; N = 6)

To obtain a sample of 13 PHBAO schools, we selected the schools with the highest percent transcripts sent from the HH, and the schools with the lowest percent transcripts sent from the HH and LL cells. We included both schools which were in the HL cell.

We used the same procedures to select the non-PHBAO comparison group, including the division of schools into four cells based on the percent transcripts sent and achievement level. We then selected the HH cell, which contained two schools, as the comparison group.

Table 1 presents by cell, the achievement scores and percent transcripts sent for each PHBAO and comparison school.

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*We were unable to collect transcript information from four PHBAO senior high schools leaving us with a sampling base of 19 PHBAO high schools and nine non-PHBAO high schools.

**Scores denote percent correct. LAUSD scores ranged from 42.2% to 68.8% with an average score of 58.4%.

Table 1

Access to Post-Secondary Opportunity School Sample by Percent Transcripts Sent and Achievement Level

PERCENT TRANSCRIPTS SENT

	PHBAO Schools				Comparison Schools	
	HIGH		LOW		HIGH	
ACHIEVEMENT	% Transcripts Sent	Reading Score	% Transcripts Sent	Reading Score	% Transcripts Sent	Reading Score
HIGH	71.9	52.7	19.4	51.1	63.5	61.6
	65.4	60.8	25.9	52.9	59.3	61
	61.9	56.1	26	52.4		
	57.3	52.8				
LOW	50.4	50.7	13.3	45.9		
	43.8	51	25.6	46.7		
			28.1	43.3		
			31.3	42.2		

Respondent Sample

The respondent sample consisted of six people per school: the principal, the college advisor (or counselor), and four 12th-grade teachers. Three were teachers of academic subjects and one was a teacher of a trade or vocational class. The total sample consisted of 90 respondents.

Table 2 presents respondent N's for PHBAO and comparison schools by percent transcripts sent and achievement level.

Table 2

Access to Post-Secondary Opportunity Respondent and School Sample Size by Percent Transcripts Sent and Achievement Level

PERCENT TRANSCRIPTS SENT

		PHBAO Schools		Comparison Schools
		HIGH	LOW	HIGH
ACHIEVEMENT	HIGH	N Respondents = 24	N Respondents = 18	N Respondents = 12
	LOW	N Respondents = 12	N Respondents = 24	

Data Collection

Data collection took the form of structured interviews. A single questionnaire (see Appendix) was used for all respondent types. Each interview lasted approximately 30 minutes.

EVALUATION FINDINGS

We present two types of evaluation findings: a brief description of activites undertaken by senior high schools to promote post-secondary access and an analysis of practices which distinguish high- and low-access PHBAO schools.

Activities to Encourage Post-Secondary Access

We identified a variety of school activities and practices designed to promote student access to post-secondary opportunities. At the most spontaneous level, 95% or more of all teachers indicated that they occasionally discuss career opportunities with their students, emphasizing the advantages of further schooling and the consequence of failing to obtain further education. Counselors at all schools meet with students, both individually and in groups, to help plan career options. Literature about colleges and trade schools is also available to students through the principal's office or the counselor's office.

Three major concerns emerge in relation to information provided to students. First, while literature is accessible to students who seek it, many students don't take the initiative to find the information because they are unfamiliar with the process or don't consider themselves financially or academically eligible for further education. Greater outreach efforts, perhaps initiated by classroom teachers, are suggested. Moreover, the outreach might profitably include lower grade students, since teachers and counselors alike agree that grade 12 is far too late to begin preparing students for post-secondary opportunities. A final concern expressed by teachers was that communication with and involvement of parents in post-secondary activities was quite limited. Parents occasionally but not frequently met with counselors to discuss their childrens' future and costs related to future plans. Because of time constraints, parents were seldom able to participate in visits to trade schools and colleges. It seems an important task, then, for District and school administrators to identify effective ways of involving more parents in decision-making about their childrens' post-secondary options.

All schools participated in exchange visits with local colleges, trade schools, and industries. School staff generally felt the exchanges were beneficial to students, but felt the off-campus trips would be improved through better transportation, the inclusion of more seniors, the inclusion of a limited number of sophmores and juniors, and more pre-visit preparation to inform students of the types of careers available in a given industry.

Finally, several vocational education teachers suggested that vocational education classes be expanded in order to provide the numerous students who would not graduate from college (or even attend) with some marketable skills.

Differences in Practices Between Schools High and Low in Post-Secondary Access

Findings reported below are based on analyses by level of access, level of achievement or when appropriate, both.

We expected a variety of school practices to distinguish between high-access PHBAO schools, low-access PHBAO schools, and comparison schools*. Study findings failed to support these expectations: career day activities, student visits to colleges/trade schools/businesses, availability of post-secondary opportunity information, and provisions for student leadership were comparable for the three groups.

However, we did find differences by access for variables related to potential college attendance. For example, a higher percentage of the comparison group (83%) than the high-access PHBAO group (55%) or the low-access PHBAO group (26%) expected most seniors to attend college. Examining achievement levels within each access group, a much larger percentage of respondents in the high achieving than in the low achieving PHBAO schools expected students to attend college.

We also found differences among the high-access PHBAO, low-access PHBAO, and comparison groups regarding the percentage of students with close relatives who attended college. A larger percentage of comparison group respondents (92%) than high-access PHBAO respondents (38%) or low-access PHBAO respondents (27%) reported that more than one-quarter of their students had family members who attended college. When we examined the PHBAO data by achievement level, we found that access effects were mediated by achievement. Regardless of level of access, respondents in high achieving schools (47%) were more likely to report that students had close relatives in college than were respondents in low achieving schools.

Perhaps the most important results relate to staff attitudes towards and expectations of students. When asked to rank order the factors that influence student outcomes, school staff consistently ranked student factors much higher than they ranked school factors. Specifically, the student factors of initiative, parental encouragement, and IQ were most frequently ranked first or second (of a possible seven rankings). The school factor, educational quality, was most frequently ranked fourth and next most often ranked third, while the school factor, teacher encouragement, was most often ranked fifth and next most often ranked fourth.

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*Comparison schools are high access non-PHBAO schools similar to PHBAO schools in total percent combined minority and Title I rankings.

We did not find consistent differences among the three groups in their perceptions of the factor affecting student outcomes. Based on comments by teachers, however, we did find that staff attitudes towards and expectations of the students consistently differentiated comparison, high-access, and low-access schools.

Specifically, staff (especially teachers) in comparison schools were more likely to be knowledgeable about students' participation in the school's post-secondary activities, about students' post-secondary plans, about the backgrounds of the students' families and peers, and about the quality of information related to post-secondary access than were teachers in high-access PHBAO schools. The high-access teachers were more knowledgeable about these dimensions than teachers in low-access PHBAO schools.

Data suggest that at the comparison schools and, to a slightly lesser extent, at the high-access PHBAO schools, school staff are more involved in the process of promoting student access than at the low-access PHBAO schools. Comparison teachers are knowledgeable about individual students in their classes, but more importantly, they have a sense of the direction and aspirations of the graduates. In short, staff in these schools seem more intimately involved in the post-secondary plans and efforts of the graduating class.

We speculate that this involvement may relate to increased post-secondary access in an indirect but critical manner. Evidence of teacher concern may both nurture student achievement and encourage student efforts to seek access to post-secondary opportunities.

SUMMARY AND RECOMMENDATIONS

This aspect of the evaluation identified variables which distinguish schools with high percentages of students seeking access to post-secondary opportunities from schools with low percentages of students seeking post-secondary access.

In general, we did not find identifiable school practices which distinguished PHBAO high-access, PHBAO low-access, and comparison schools (high access non-PHBAO). Student visits to colleges/trade schools/businesses, availability of information about post-secondary opportunities, provisions for student leadership, etc. were comparable for all three groups.

As we would expect, a larger percentage of comparison respondents and high-access respondents than low-access respondents expected their senior students to attend college. Similarly, a larger percentage of comparison and high-access respondents than low-access respondents reported their students had family members who attended college. Both findings were mediated by achievement effects.

The most significant finding, perhaps, relates to staff attitudes towards and expectations of the students. Teachers, principals, and counselors

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viewed student variables (e.g., initiative, IQ, and parent encouragement) as much more important in determining student outcomes than school factors (e.g., quality of education and teacher encouragement).

The variable, staff attitudes and expectations, becomes even more important since it consistently distinguishes among the high-access, low-access, and comparison schools. Staff in the comparison schools were more likely to be knowledgeable about student plans, about college attendance of students' families and peers, and about the quality of information related to post-secondary access than were staff in high-access PHBAO schools. And staff in high-access PHBAO schools were more knowledgeable about these dimensions than staff in low-access PHBAO schools.

Data suggest that at the comparison schools and, to a slightly lesser extent, at the high-access PHBAO schools, school staff are more involved in the process of promoting student access than at the low-access PHBAO schools. Comparison teachers are knowledgeable about individual students in their classes, but more importantly, they have a sense of the direction and aspirations of the graduates. In short, staffs in these schools seem more intimately involved in the post-secondary plans and efforts of the graduating class.

This involvement seems to manifest itself in a greater level of teacher support for the graduates. This support may nurture student achievement and subsequently, student plans to seek access to post-secondary institutions.

Given these preliminary findings, our recommendations are:

1. Staff development at the high school level should emphasize the importance of teacher support and positive expectations for increasing students' access to post-secondary opportunities.

2. In addition to making college/business literature available to students, teachers as well as counselors should be encouraged to be more interactive with students in interpreting information provided.

3. Schools should begin to identify more effective means of obtaining parent involvement in Career Day activities and post-secondary information exchanges.

4. School staffs indicated that school visits to colleges/businesses could be improved by having better student transportation, by scheduling visits during non-class hours, and by increasing the number of student participants.

5. Major post-secondary access activities should increasingly focus on sophomores and juniors, in addition to seniors.

CHAPTER XIII: HARM; INTERRACIAL HOSTILITY AND INTOLERANCE

EVALUATION ISSUES

In the process of school integration, the overiding issue has been the interracial relationships which result. The apprehensions have been based on whether children from different racial and ethnic groups can learn together in a school setting. A secondary consideration has been whether the adults, administrators, teachers, and others could cope with heterogeneous student groups. The intent has been to try to provide school contexts in which interracial relationships could develop in a positive way.

Several aspects of interracial relationships have been investigated by researchers. Most studies have sought to explain how and what factors tend to contribute to the development for the most positive relationships. These studies have referred to these relationships as interracial contact (Patchen, 1982; St. John, 1975; Cook, 1970; Allport, 1958). Their writings indicate that there are three elements which affect the development of positive interracial contact. They are: equal status, common goals, and institutional support for positive relations.

The intent of this report is to determine to what extent the three elements which affect positive interracial contact were present in the PHBAO schools. The specific objective is to find out if interracial hostility and intolerance have been reduced. The report specifies whether the differences between high and low interracial hostility and intolerance schools are affected by certain school practices. The areas which are examined are: 1) school and classroom environment, 2) task involvement, 3) behavior patterns, 4) interaction patterns, and 5) school programs and activities directed at interracial hostility and intolerance.

METHODOLOGY

Sample

School administrators from each area were asked to select schools which they perceived as high or low in interracial hostility. The selection of schools included elementary, junior high, and senior high levels. A number of schools were selected for each level as high or low. This reporter selected, at random, one high and one low school for each level. The total number of schools selected for investigation was six schools, two elementary, two junior high, and two senior high. Each level contained a high and a low scoring school in interracial hostility and intolerance.

Instruments and Data Collection Procedures

On-site observation and interviews were the assessment procedures used to obtain evaluative information for this report. Specially designed observation instruments and interview schedules were used. They were:

1. School Observation Sheet - A structured instrument designed to identify classroom and school characteristics. The classroom materials, activities, and general appearance and characteristics were evaluated. The schools' facilities and grounds were likewise evaluated.

2. Interaction Patterns Observation Sheet - A structured instrument designed to tabulate student-student, student-teacher, and student-other adult interaction in various settings. They were: classroom, playground, passing period, and lunch area.

3. Administrator, Counselor, Teacher Questionnaire - A structured interview designed to obtain information concerning interracial hostility and intolerance in their schools.

Each school was observed for two complete days. Interview data were collected from principals, assistant principals, teachers, and counselors. Anonymity was assured to all respondents. Additionally, field researchers were interviewed by this reporter as a means to triangulate the data collected by observation and interview.

ANALYSIS OF DATA

As stated above, data were collected by observation and interviews. The data show that the presence of interracial hostility and intolerance is imperceptible. Instead, we find deterrence systems operating to different degrees in each of the schools. The analysis will, therefore, focus on the deterrence systems present in the identified high and low scoring schools. These deterrence systems are institutional attempts to equalize status and direct the school toward common goals. In this manner, the schools are instituting support for the development of positive relations among its members.

Low Elementary School

School and Classroom Environment

This school is composed of about 42% White and over 50% Hispanic. The school is one whose original school population dropped from 1200 students to about 300. The school appears to be in an adequate and safe condition. The classrooms are clean and well furnished with school supplies. Bulletin boards and other posted information tend to be academic.

Task Involvement

The observation data reveal a school where the children and staff are engaged in academic activities. The students, staff, and teachers appeared happy with and interested in the educational process. A concern for the non-English speaking students was observed.

Behavior Patterns

Both teachers and administrators report the absence of interracial hostility and intolerance. They describe behavioral problems as arising from other sources besides race or ethnicity. It must be pointed out, however, that this school is now composed of those students who remained after 75% of the student body left. Administrators and faculty now attribute the low incidence of interracial hostility and intolerance to the community's composition and value system.

Interaction Patterns

Both teachers and administrators agree that interaction with students is imperative in developing positive attitudes toward school and each other. The perception is that teachers are the key. They are most effective in the classroom applying a philosophy of cooperation as a part of the curriculum. Administrators perceive fairness and consistency with all students aids in reducing conflict. Teachers report they institute activities which encourage student-to-student interaction. Such activities as singing, plays, recitations, cross-tutoring, and work displays create interdependencies among children. These strategies aid in developing an atmosphere of cooperation between children, some paired such as English-speaking with non-English-speaking.

School Programs and Activities

School personnel do not report interracial hostility and intolerance. They nevertheless, acknowledge the potential. Moreover, they describe programs and activities which have been designed specificially to curb such incidences.

Since the teacher and the classroom are viewed as pivotal in the attempts to avoid interracial conflict, efforts are specifically directed in that area. One teacher explains:

> I don't approach teaching cooperation as dealing with children from different ethnic groups. Instead, in social studies we show how we are similar. Some of the activities are role playing ones. We also teach via communication skills games. These are non-verbal and teach cooperation. Cooperation is not taught any different from a situation where everyone is homogeneous. The idea is to develop an atmosphere of cooperation with everyone.

Another means which administrators view as important is establishing some sort of relationship with the community. They state, "interracial hostility and intolerance starts with the relationship of the school to the community. The community makes the difference. Children come with preceived notions.

In a neighborhood where groups are diverse and one is larger than the other, there is a higher possibility of interracial incidences."

Administrators and teachers report that the PHBAO programs which they feel are the most relevant in reducing interracial hostility and intolerance are those which inservice teachers from several schools, e.g., the Language Acquisition Program and all cultural awareness inservicing. The school staff felt the PHBAO programs must be continued because there is an influx of new staff members and students who must be prepared for the schools.

In summary, this school while low in interracial hostility and intolerance, nevertheless, employs a modest system of deterrence. The school is directed to equalize status, and to engage in academic pursuits in a systematic, programatic manner.

High Elementary School

School and Classroom Environment

The high elementary school consists of 85% Black and 15% Hispanic children. This school is located adjacent to a housing project. The school is physically isolated. There are no businesses, theaters, fast food restaurants, banks, and municipal facilities in the immediate community. The school plant appears to be adequate, safe, and clean. The classrooms are adequately furnished and moderately pleasant. Teachers, however, qualify their statements about approaching the school, "Once I'm here, however, I feel it's safe."

Task Involvement

The observation data at this elementary school indicated that the school engages intensely in providing a strong academic atmosphere in the classroom. The teachers are skilled and dedicated and the students are learning.

Behavior Patterns

Administrators report that having teachers interacting with children and going beyond academic instruction aids students' positive behavior. Teachers felt that in order to bring about a decrease in interracial hostility, there has to be more than just basic education offered to students.

The observation data do not indicate any hostility or student conflict. Both administrators and teachers did not believe that school fights were due to interracial hostility and intolerance. They did, however, deal with school fights. An administrator relates,

> We plan for developing pride and informing students of our expectations. We encourage self-worth of the individual and have high expectations for them. When there are fights, students are counseled as to alternatives other than violence for solving problems. We have assemblies during which students are involved in role playing to determine possible alternatives to fighting. A teacher explained this system more thoroughly.

> We have teachers, principal, and school psychologists counsel with students. We've done a lot in the area of working on standards, values and morale. At the beginning of the year, the parents were notified of school expectations: there is not to be an excessive amount of fighting. I am on a committee right now to develop a more consistent discipline program. Right now, this issue is basically left up to individual teachers.

Administrators report that these are not incidents of interracial hostility and intolerance, however, teachers report that some of the incidents do relate to interracial hostility or intolerance. They are: students are not sensitive to one anothers' feelings or needs during recess or other times on the playrground, negative feelings or attitudes the child has brought from home, provocation, name calling, and not wanting to sit by a certain person because of something that has been learned at home about that racial group.

Interaction Patterns

The administrator reported that the most effective means to curb interracial hostility and intolerance is to "plan to prevent it from happening. Don't ignore it because it won't go away. Plan for positive interaction to take place." The teachers elaborated on this statement.

> Provide more student-to-student interaction and more parent-community involvement. Educate the students about various racial groups. Generally, just working in the affective domain. Expose children to other cultural groups and get parents involved. Change some of the attitudes at home and work to change the children's attitudes.

Administrators and teachers reported there has been a decrease in interracial hostility and intolerance as compared to when the Hispanic students first enrolled. They both believed that parental involvement has influenced this decrease. Some of the activities in which parents participate are: classes for English acquisition and parent education, parent volunteers, advisory council meetings, and other local school meetings. Teachers mentioned that these parents have helped in developing packages to supplement basic skills. Teachers also perceived that the personal contact between teachers and parents which aids in working together for the benefit of the student may affect the decrease in interracial hostility.

School Programs and Activities

Administrators reported that in most classrooms teachers attempt to show an appreciation for all ethnic groups via classroom discussions and displays designed to heighten awareness of various groups and to enhance multi-cultural sensitivity. Teachers reported that they teach multi-cultural education showing similarities and differences among races. Administrators encouraged cooperation among students of different ethnic groups in several ways. They planned activities that highlighted different ethnic groups. They celebrated days special to ethnic groups. Student monitors (such as cafeteria, playground) were specifically picked to reflect different ethnic groups. In class assignments, children were mixed according to ethnicity and sex. During counseling teachers emphasized appreciation of other ethnic groups. They encouraged pride in community and school.

The teachers provided additional information regarding what administrators did to encourage cooperation among students of different ethnic groups. A school cultural festival, pictures, food, and other items common to all groups were displayed. In short, administrators at this school believed that hostility occurs when no plans are set forth to curb it. The school is growing rapidly in its Hispanic population and they definitely plan to provide activities to meet the needs for positive interracial interaction.

Administrators reported how they implement their ideas in order to reduce interracial hostility and intolerance. They plan varied activities and include all ethnic groups as participants. They have a keen awareness of other ethnic groups and plan on this basis to include representatives from each ethnic group. They provide translations of written communications in the home language of the students.

Teachers, as well, reported on the means by which they implement their ideas to reduce interracial hostility and intolerance. They try to get more community and parent involvement in the school. They work in the affective domain. They don't examine this issue as a racial problem. They look at people in general, recognize differences and similarities that exist in all groups. One teacher cited a course which has helped.

> I spend a lot of time implementing ideas and techniques from a course I took entitled, "Systems for an Integrated Society". This is a program that was bought and the sessions were held at school.

At this school, the administrator reported that the School Readiness Language Development Program was the most relevant PHBAO program in reducing interracial hostility and intolerance. The teachers cited Project Textbook, Class Size Reduction, Bilingual Classroom Teacher Program, Language Acquisition, and Student-to-Student Interaction Programs.

In conclusion, this school does not appear to have high interracial hostility and intolerance. It does, however, have an extensive deterrence system. This system includes programs designed and implemented by the teacher in the classroom. Programs are instituted across the school which train both teachers and students in interracial relations. Activities are managed and directed by the principal which are designed to focus on positive attributes and acts between racial groups. Activities are instituted which include a wide array of school personnel such as psychologists, counselors, and others and community persons and parents. Each of these programs and activities are specific and offered on a continuing systematic manner in order to contain interracial hostility and intolerance.

In comparing both elementary schools, it can be seen how the low interracial hostility and intolerance school has a modest teacher-centered deterrence system has a sophisticated school-centered deterrence system which pervades all levels and activities. The result is that interracial hostility and intolerance is imperceptible at both schools. Equalization of status is attempted, school goals are kept in the forefront by an institutional support system.

Low Junior High School

School and Classroom Environment

This junior high school consists of 33% Hispanic, 27% Asian, 24% White, 14% Black, and 2% American Indian students. The school's integrated student body represents the composition of the community.

Task Involvement

The principal believed some schools have interracial hostility and intolerance because their student population is not as evenly divided as they are. The students are integrated in the community. The counselor believed schools need to reflect their community in order to avoid interracial hostility and intolerance in the school. The teachers related that climate of understanding has not been reached in the school and students are not involved in school activities. The observational data do not indicate any interracial hostility or intolerance. The observer records the staff and students appear to be happy and friendly.

Behavior Patterns

As stated previously, the administrators, counselor, and teachers claim there is no interracial hostility. The teachers teach cooperation among students of different races and ethnic groups in a variety of ways, such as committee memberships and group projects. Teachers established standards of fairness and provided individual and informal group counseling in and out of the classroom. They also set an example by not stereotyping, through seating patterns, and by the warmth shown to students outside of the classroom.

Administrators encouraged cooperation among students of different ethnic groups by constantly complimenting students on how well they're getting along and by providing cultural clubs, staying close to the students, speaking with them, being available, cheerful, and positive. Also, administrators provided counseling, reinforced student ethnic clubs, planned PHBAO programs, and ensured no one ethnic group dominated the school.

In order to decrease the number of school fights, the principal said he talks to leaders of student ethnic groups. The teachers and counselor cited a good referral and counseling system.

The principal related that most of the interracial hostility and intolerance incidents take place during homeroom time while the other administrator cited the times before school or during breaks. Teachers indicated class periods, after school on campus, lunch and/or after lunch as times when most hostility incidents occur.

The factor or activity which seems to trigger the greatest number of incidents according to the principal was groups taking sides in a fight that had nothing to do with race. The assistant principal said it's crowds taking racial sides in regular fights between students of different races. The teachers cited individual frustration, kids milling around, inactivity, and unfounded rumors.

Interaction Patterns

The principal said that the most effective means to curb interracial hostility and intolerance is to have young people from different races living together in the community. The counselor and the assistant principal related, "same means as needed to handle any trouble, 1) consisting of discipline, 2) having good follow-through, and 3) being a flexible person." The teachers said communication, "There is so much giving among the students. Positive activities create a sincere and warm attitude."

The principal works through student government in order to reduce interracial hostility and intolerance. The other administrator has public address announcements, high standards, and positive attitudes. The counselor works through the assistant principal, referral room, and teachers. The teachers created a curriculum unit on human relations, counseled cooperation among people, and brought ideas to student leadership team or the principal.

School Programs and Activities

The principal felt that the Student-to-Student Interaction Program is the most relevant PHBAO program in reducing interracial hostility and intolerance. He adds, "But we don't have hostility, and that has nothing to do with PHBAO." The assistant principal said it's staff development. The counselor cited the Articulation Program. The teachers felt that parental involvement, inservice for teachers, and Student-to-Student Interaction Program may be effective in reducing hostility and intolerance.

In brief, this school, although low in interracial hostility and intolerance, has a sophisticated interpersonal deterrence system. The keen awareness the school personnel have regarding the contexts in which conflict can arise in striking.

High Junior High School

School and Classroom Environment

This junior high school consists of 71% Black, 29% Hispanic, .2% White and 0.1% Asian students. This school is newly integrated with Black/Hispanic students. The school is located in an urban area on a large campus. The school appears to be safe from within.

Task Involvement

The school administrator reported there has been a decrease of interracial hostility and intolerance. The counselor reported fewer fights among students.

Also, there is more communication among staff members. There is also a high level of indifference toward achievement expectations. The teachers reported a decrease in hostility but an increase in interracial self-segregation.

Administrators believed teachers aid students by being sensitive and interested in the students. Counselors believed that teachers should be models because teachers teach more than subject matter. Teachers believed that they decrease hostility by teaching in the subject area, listening to problems students have, and by making suggestions for solutions. Teachers view the subject matter as their priority, although valuing is important.

Behavior Patterns

Administrators encourage cooperation among students of different ethnic groups by providing different cultural activities and by demanding that all groups are represented in all special activities and programs. Counselors believe administrators encourage cooperation by using Books not Weapons as a positive symbol. Teachers cited school activities as a means to encourage cooperation among students.

The observational data indicate that this campus reflects two distinct student body groups which operate in a parallel manner. The students stay with their own ethnic groups and co-exist on campus in a peaceful accepting atmosphere.

Interaction Patterns

The administrator, counselor, and teachers felt that parental involvement decreases hostility to a great degree. School administrators involve parents by inviting them to participate in activities associated with students and teachers. Communication with some parents and students is a problem. When students or parents speak Spanish, the English-speaking person may feel they are talking about them. The non-English speaking parent often feels a level of intolerance because there is no one to whom he/she can express their needs or thoughts. Administrators, counselors, and teachers believed informing parents about school events and activities generally decreases hostility.

Administrators held weekly staff advisory meetings to explore ideas and to make sure all activities were integrated. The counselor felt that talking with people not to or for people about the need for positive changes had good effects. The teachers were described as being helpful, available, and consistent. Consistent teacher attendance aided in reducing interracial hostility and intolerance.

School Programs and Activities

Administrators related that teachers teach cooperation among students of different races and ethnic groups by having Black/Hispanic food fairs, assemblies, essay contests, and by teaching respect for each other. They also indicate that having Black History and Cinco de Mayo Weeks, classroom discussions, integrated teams, student government, drill teams, and camping activities teaches cooperation. Counselors suggest the use of small group discussions, multi-cultural clubs, activities, councils, field trips, and after school socials. Teachers include student research on people of various ethnic groups in an attempt to understand cultural differences. A teacher related,

> My value is to treat students like I want to be treated. I make no judgment along racial lines. I model positive behavior and attitudes by setting a learning tone and feeling of community for my classroom.

Administrators, counselors, and teachers didn't know which PHBAO program is the most effective in reducing interracial hostility and intolerance. The principal believed camping may be. The administrator believed cultural activities, dancing, music, and parents getting together are effective means to curb interracial hostility and intolerance. The counselor related greater awareness of other ethnic groups, values and needs are effective means. Teachers felt that ignoring differences while dwelling on similarities, and establishing a feeling of community are effective means.

The observational and interview data indicate that there are some differences between the low and high interracial hostility and intolerance schools. One of the differences is that in the high interracial hostility and intolerance junior high schools, two student groups emerge. They avoid each other and parallel social systems co-exist in a peaceful accepting atmosphere. A second difference is that there are differing perceptions between the administrators and teachers regarding methods for containing interracial hostility and intolerance. Administrators focus on general functions, counselors on small group activities, and teachers on classroom projects. This fragmentation of group responsibility parallels the structure of separate ethnic student groups. Each unit co-exists with the others, respecting each other's responsibilities and preferences.

The result is that equal status is unattainable, the indifference toward academic work jeopardizes the fulfillment of school goals. Even though the organization does have some deterrence systems designed to curb hostility and intolerance, it is that the system is fragmented among its structured groups.

Low Senior High School

School and Classroom Environment

This high school is located in a residential neighborhood of single family dwellings. The families, and therefore the student body, represent a mixture of racial and cultural groups. The school has been integrated for the past 20 years. This school's campus is very small, but gives the feeling of a friendly, small-town high school. The students, faculty, and staff are friendly to visitors and each other.

Administrators, the counselor, and teachers believe that interracial hostility and intolerance in school is directly related to the composition of the community. Lower economic classes of any ethnic group are more likely to display more hostility. Also, schools that are heavily minority in one direction appear to have more problems. This particular high school has none of these characteristics, therefore, they don't appear to have interracial hostility and intolerance either.

Task Involvement

The students and teachers are at the task of schooling. When the bell rings everyone heads for class. Students carry books and are often seen studying in the lunch area.

Administrators encourage cooperation among students of different ethnic groups by having certain programs on their campus. They show positive aspects of other cultures. The counselor believes the administrators inform parents when their students do well. The teachers believe administrators encourage cooperation by promoting activities which develop student growth and providing inservice classes.

Behavior Patterns

The administrator states there has been a slight decrease of interracial hostility and intolerance. The teachers believed hostility is intercultural rather than racial, e.g., not all Latinos are the same.

The principal believed that parental involvement is not directly related to decreasing interracial hostility and intolerance. He said, "It's basic upbringing that is most important. It's pretty hard to change kids by the time they're in high school. It certainly helps for them to understand what's going on in school. However, it is probably not related to racial tension, for we don't have any." The teachers believe it's the early years that make the difference.

The administrators transfer fighters out of the school in order to decrease the number of school fights. They handle gang problems early in the year. They provide good supervision and rules of conduct are discussed with the students. They place an emphasis on the positive aspects of school life. The counselor believed it's the kind of students in schools rather than plans which contribute to decreasing school fights. The teachers didn't know what administrators do to reduce school fights because they don't have many. Possibly, "the administration reacts and acts swiftly. Also, the suspension policy is a 'no fault policy' in which kids know what to expect."

Administrators and counselors did not view any factors as triggering interracial hostility and intolerance incidents. Teachers believe parental attitudes contibute. Also, there is a "pecking order in which the newest group is at the bottom until they fit in. The school is level at the present time."

Interaction Patterns

The students interact with each other in noon-time activities. The security agents have an excellent rapport with the students. The administrators are evident during nutrition and lunch.

The principal believed that teachers can aid students by helping with personal problems. They can serve as a replacement for a parent or adult friend. They can also treat students as individuals. Good teachers provide opportunities for students to excel. The counselor believed teachers can show they care about students. Teachers aid students by supporting them, providing guidance, and career planning. They are also heavily involved in school clubs. Teachers are the link the student/family has with our society. They are the link between students and the outside world. Teachers are also able to help in diminishing tensions and fears.

Teachers teach cooperation among students of different races and ethnic groups. The principal believed most teachers teach a "live and let live" attitude. The counselor said there is nothing organized but individual teachers give examples of how well this school's kids get along. The teachers state that they take time to discuss attitudes. They work with students of different backgrounds and they teach understandings.

School Programs and Activities

The principal believed that the PHBAO program which has been the most relevant in reducing interracial hostility and intolerance is Supplemental Counseling. The counselor agreed. The teachers didn't know if any of the programs do fulfill that objective.

The administrators believed that interracial hostility and intolerance can be curbed by handling the problem quickly, such as suspension. Also, providing role models and education are helpful. The counselor believed group counseling sessions are useful. The teachers viewed providing class content such as teaching inter-ethnic studies and having students go to camps and participating in school activities. Teachers cite putting students in small social groupings such as during trips. Also, the parents' upbringing of the children in their early years is an effective way to curb interracial hostility and intolerance.

The observation data do not indicate the presence of interracial hostility and intolerance. There is a modest system of deterrence such as friendly security agents and some programs designed for this purpose, but the concentration is in providing an academic atmosphere.

High Senior High School

School and Classroom Environment

This school consists of 45% Black, 26% Asian, 18% Hispanic and 11% White students. All of these groups have been present in this school for several years. The neighborhood is lower-middle class and comprised predominantly of families in which both parents work. The large campus represents one of the chief factors responsible for the low incidences of interracial hostility and intolerance. Other factors include: stability of the neighborhood, strong administrative guidelines, support regarding acceptable student behavior, high quality staff, and the economic level of the student's families.

The administrators, counselor, and teachers think that schools have more or less interracial hostility and intolerance because of the community's economic level and characteristics.

Task Involvement

The principal stated that teachers may aid students depending on their skills and abilities. Some are purely subject oriented, while others interact and counsel on a more personal basis. The assistant principal, counselor, and teachers believe that most teachers only teach. A few counsel.

The principal's views were that there is some relationship, not too direct, in informing parents of their child's progress and a decrease in student interracial hostility and intolerance. The parents are kept informed through report cards.

Behavior Patterns

The principal stated that there has been a decrease of interracial hostility and intolerance, but it is due to on-going activities, and not PHBAO programs. The assistant principal, counselor, and teachers didn't know if there has been a decrease.

The principal, assistant principal, counselor, and teachers think that clubs and assembly programs may serve to teach cooperation among students of different races and ethnic groups. Teachers stated that they are overburdened just teaching the basics. Any teaching of this kind comes up incidentally through subject areas.

The administrator stated that in order to decrease school fights, he/she keeps a pulse on what is happening in the community to prevent any possible problems from occurring. The assistant principal believed that maintaining close supervision helps. The counselor viewed counseling students as important. The teachers didn't know. They reported there are very few school fights.

The administrators, counselor, and teachers believed that the factor which seems to trigger the greatest number of interracial hostility and intolerence incidents is gang hostility. The teachers added that large classes, less counselor time, and less money for activities which promote interracial harmony also contibutes to this problem.

Interaction Patterns

The principal believed that the most effective means to curb interracial hostility and intolerance is that "the PHBAO program should provide money for a person's position whose duties would involve working with students and school community in this area." The assistant principal believed it is providing acceptable outlets for anger. The teachers believed that "since the budget cuts get worse every year, less money is available for personnel and materials which could address some of these concerns." Other teachers believed that providing for student success and keeping students challenged are the most effective means to curb interracial hostility and intolerance.

School Programs and Activities

Administrators encourage cooperation among students of different ethnic groups through the specific requirements outlined for expected student behavior. The assistant principal believed that the administrators encourage cooperation by trying to maintain an ethnic balance in all extracurricular activities. The counselor stated that providing clubs, meetings, and programs geared to the various groups encourage cooperation. The teachers viewed that the "acceptable students' behavior clearly outlined by administration and strict enforcement" contributes to cooperation. Also, providing multi-cultural programs and clubs encourage cooperation among students of different ethnic groups.

The principal provides guidelines which are strictly enforced for student behavior in order to reduce interracial hostility and intolerance. He/she provides counseling regarding hostility. There is also an effort made to promote understanding and appreciation of ethnic groups on campus through assemblies and other multi-cultural activities. The assistant principal tries to implement student groups and meetings for this purpose. The teachers try to incorporate the affective issues into the regular academic classes. They allow everyone in the room to feel successful in some area. They also attempt to involve middle and low achievers in extra-curricular activities.

This high school displays very little overt interracial hostility and intolerance. Associated with this is an absence of an elaborate system to prevent or circumvent any rising problems. The explanation for this low incidence is that the school reflects the composition of the community. This view is accentuated when the principal suggests that the most effective means to curb incidents is to employ a community monitor. This perception also explains why the school itself does not feel heavily obligated to provide programs and means to prevent interracial hostility and intolerance. Instead, the school concentrates on providing a rules and regulations bound institution.

In contrasting the two high schools, there is a qualitative difference between the two in their perspectives about academic activities. The low hostility and intolerance school displays overtly intense academic activity. The high hostility and intolerance school claims a greater preoccupation with subject matter than other activities, but the observation and interview data indicate that overt manifestation of academic intensity is absent.

A second area of difference is that data regarding interaction in the school with high interracial hostility and intolerance was sparse. All other schools displayed rich data. The high school with low interracial hostility and intolerance showed a high concern for the provision of interaction.

A third area of difference between the schools is the institution's efforts to deal with interracial hostility and intolerance. The high school with low interracial hostility and intolerance had a modest deterrence system. The high school with a high interracial hostility and intolerance requested that the PHBAO program provide a person to deal with the issue.

In summary, the high schools are engaged in contrasting ways in order to equalize status, direct the members of the organization toward the fulfillment of its goals by instituting a support system designed to address interracial relationships.

SUMMARY AND CONCLUSIONS

Schools displaying both high and low interracial hostility and intolerance have been examined. Elementary, junior high, and senior high schools have been identified. None of the schools claimed or displayed interracial hostility or intolerance. However, they all differed in the types of deterrence systems which they operated. The purpose of the deterrence systems was to equalize status among the school participants, to direct the members of the organization to engage in schooling by the provision of institutional support.

Both elementary schools had deterrence systems. The one with low interracial hostility and intolerance has a system concentrated at the teacher and classroom level. The one with a high interracial hostility and intolerance has its system permeating the entire instituiton. Additionally, all school personnel are engaged in activities which span the entire school.

The junior high schools also have deterrence systems. The one with low interracial hostility and intolerance has a modest system concentrating on interpersonal strategies. Additionally, this school's personnel express a keen awareness of areas and contexts in which conflict can arise. Their interpersonal deterrence system is designed to monitor these vulnerable spots. The junior high with high interracial hostility and intolerance has created a structure in which two distinct ethnic student groups co-exist in parallel social systems. Within this school, administrators, counselors, and teachers are also structured in such a way that their activities and responsibilities remain separate and different. Teachers deal with classroom projects. Counselors deal with small group activities and administrators deal with general school functions. This contrasts sharply with the structure created by the high interracial and intolerance elementary school.

The senior high schools have generalized deterrence systems. Their systems do not tend to be specifically designed to improve interracial relations. The high school with low interracial hostility and intolerance engages intensely in academic activities which serve to equalize the status among the students by a modest support system. The high school with high interracial hostility and intolerance has a tendency to relinquish the responsiblity for interracial relations to others. There is a weak institutional system. The principal refers to "keeping a pulse in the community" in order to avert conflict. The imposition of rules and regulations and standards is another means for describing the deterrence system at this school. This system's direction of its members towards the common goal of schooling and its equalizing of status is equally imperceptible as is the presence of interracial hostility and intolerance.

It is recommended that:

1. schools continue to implement deterrence systems (parallel students' groups are not to be considered legitimate)
2. deterrence systems include activities integrating faculty, staff, and students throughout the school organization
3. deterrence systems be varied in activities and intensity. PHBAO programs such as Student-to-Student should be expanded
4. schools be aware of various kinds of successful deterrence systems.

CHAPTER XIV: HARM; LOW SELF-ESTEEM

EVALUATION ISSUES

The impact the school environment makes on the development of children's self-esteem is a topic of continuous concern to educators and the public at large. The school is recognized as the socialization grounds where children are given opportunities to explore their boundaries as human beings. Although the family is considered the basic socialization unit up until the time when youngsters enter school, the school continues with this socialization process by aiding in the development of the child's cognitive self, and the social, psychological, and physical selves as well.

The formal and informal education youngsters receive in school are now recognized to be major contributors to the maturation of their social and personal skills. Beane, Lipka, and Ludewig (1980) are but examples of scholars whose work attest to the fact that how youngsters see themselves, their self-perceptions, are closely related to school factors such as academic achievement, school completion, and self-direction in learning. Thus, it is no wonder that professional educators are adamant in their belief that in order to understand fully how students evaluate themselves, their self-esteems, what also must be understood are the social and psychological correlates of behavior found within and outside of the classroom. Also, because many children currently spend less time with their parents, and more time in day care centers, it is now safe to assume that for many youngsters the school has become as vital an institution as the family in determining how growing youngsters will value themselves and in determining their attitudes of self-acceptance or self-rejection. It is no surprise, then, that the enhancement of students' self-perceptions has emerged as a valued goal of American education.

The acknowledgment that the school environment does heavily impact on a youngster's developing self-esteem has resulted in a proliferation of studies designed to tease out which school variables relate to the growth and development of a child's positive self-esteem. Examples of these variables include social climate of the school, the physical structure of the school, teacher behavior, and availability of classroom materials. These studies have been conducted in various socio-economic-status settings, with a variety of sub-populations, and under various research and practical conditions.

The intent of this report was to build these findings by examining which school variables are operative in the development of the self-esteem of students who attend predominantly (70%) Hispanic, Black, Asian, and other non-Anglo (PHBAO) schools. The report sought to determine whether differences exist between PHBAO schools that were designated as high-scoring self-esteem schools and those designated as low-scoring self-esteem schools. Also, an attempt was made to identify which educational practices relate to the high and low designations. Examples of specific areas examined at the high- and low-scoring PHBAO schools were (1) the perceptions held by school staff regarding students' academic abilities, (2) the existence of mechanisms within the school which intrinsically say to students they are valuable human beings, (3) the presence of structured school activities which encourage and motivate students to be independent thinkers and to maximize their academic, social, and personal potentials, and (4) the implementation of academic practices that convey to students that education is meaningful and serves a definite purpose in their lives.

METHODOLOGY

Sample

During the 1981-82 academic year the School Attitude Measure (SAM), Scott, Foresman, and Company, 1980, was administered to a group of fourth, sixth, and tenth grade PHBAO students. The SAM is designed to measure several dimensions of student attitude expression. Five attitude scales comprise the SAM. They include (1) Motivation for Schooling, (2) Academic Self-Concept: Reference Based, (4) Sense of Control Over Performance, and (5) Instructional Mastery.

The students taking the SAM came from 77 District elementary, junior, and senior high PHBAO schools. From this group were selected eight schools that would provide evaluative information for this report. Four were designated high-scoring self-esteem schools and four low-scoring self-esteem schools. The high-scoring schools were those, among the 77 originally tested, with the highest local school percentile SAM scores on the instrument's five subscales. Conversely, the low-scoring schools were those with the lowest local school percentile SAM scores. From the high-scoring schools were selected two elementary, one junior high, and one senior high school. A similar grouping was selected from the low-scoring schools. Hence, a total of eight sample schools were chosen.

The next step was to identify three respondent groups from the sample schools. The first were 32 randomly selected teachers--four coming from each sample school. Second were the schools' eight principals. Third were 24 students, three randomly selected from each of the eight sample schools. In all, then, respondents for this report consisted of three groups--8 principals, 24 students, and 32 teachers.

Instruments and Data Collection Procedures

On-site observations and interviews were the assessment procedures used to obtain evaluative information for this report. Specially designed observation instruments and interview inventories were used. They were:

1. Program Observation Sheet. A structured instrument designed to identify five areas which serve as the focal points for the on-site observations. They were (1) the school's physical appearance, (2) the affective quality of the school's auxiliary staff, (3) the type and quality of the lunchtime activities, (4) the security of the school, and (5) classroom observations.

2. Principal Inventory. A structured interview designed to obtain information concerning the school's demographic characteristics, and the principal's judgments about each school's overall appearance, the number of available support services, the types of parent activities, etc.

3. Teacher Inventory. A structured interview designed to solicit teacher's judgments concerning the school's demographic characteristics and the teacher's opinions regarding topics such as school volunteers, parent activities, staff meetings, and the school's administrative leadership.

4. Student Feedback. This brief inventory was designed to gather on-the-spot assessments from students regarding how much they liked their particular school.

All of the observations and interviews were conducted on the grounds and in the classrooms of the eight sample schools. These activities were transacted by staff members of the Los Angeles Unified School District's PHBAO Evaluation Unit. In gathering this information, care was taken to maintain the anonymity of the schools and the respondents.

ANALYSIS OF DATA

As previously indicated, three procedures were used to obtain information for this report: (1) on-site school observations, (2) structured interviews with principals and teachers, and (3) on-the-spot interviews with students. The feedback received from each is summarized below.

On-Site School Observations

The observational comments and feedback received from the staff members of the PHBAO Evaluation Unit will be presented according to the five local points of the on-site school observations.

1. Physical Appearance of Schools. The observations made of the "physical appearance" (e.g., cleanliness, upkeep, maintenance, physical layout, facilities) of the PHBAO sample schools reveal the following: There were no differences in the physical appearance according to school type (i.e., high- and low-scoring self-esteem), or according to level (i.e., elementary, junior high, or senior high).

   The only trends that were noted related to the common physical characteristics present at the three academic levels. For example, all of the elementary schools' buildings and grounds were described by the observers as clean and well kept. At most of these schools there was an emphasis on maintaining neatness in the classrooms and on the school grounds. The only subtle difference that in any way existed among the low- and high-scoring self-esteem elementary schools was a tendency for the high-scoring schools to continually "spruce up" their physical environments. One example was the high visibility of stimulating student posters displayed at these schools. At the low-scoring schools the halls were clean, but there were few displays of students' artworks in the hallways. Also at these low-scoring schools, the playgrounds were clean but they tended to be cracked and worn.

At the junior high level no distinct patterns emerged. The low-scoring schools had graffiti; the high-scoring schools had graffiti. Some schools were in need of painting; others were not. Although the majority of the junior and senior high schools were described as "fairly clean," the schools at both levels were highly concerned about cleanliness. In addition, each school had its own prized feature such as a beautifully furnished library, an isolated grassy area, or a fenced off athletic area. One surprising and consistent finding was the correlation between the amount of physical upkeep of a particular setting and that setting's proximity to the school's administrative offices. The closer the offices, the greater the upkeep. In other words, one would likely find cleaner floors and buildings, decorated hallways, and painted walls in buildings or on floors where the administrative offices are housed.

There were also no apparent differences in the physical appearance of the low- and high-scoring self-esteem high schools. Both were concerned about the high frequency of graffiti on their buildings--each making frequent efforts to paint over the writings. The high-scoring schools were reported to have some carpeted hallways and linoleum or tile floors, while at the same time having a large amount of debris in the halls, grounds that were too small for the student enrollment, and no auditorium to accommodate the entire student body. Likewise, the low-scoring schools had walls and floors in poor condition, a "prison-like" building, but also good physical education areas, spacious grounds, and many halls with paintings and murals. Thus, no consistent pattern emerged from the observations regarding the physical appearance of the high- and low-scoring self-esteem PHBAO high schools.

2. Affective Quality of Auxiliary Staff. The observations which focused on the affective quality of the sample schools' auxiliary staff (e.g., friendliness toward students and staff, professionalism of behavior, general level of competence) indicated no differences existed among the high- and low-scoring self-esteem schools at the junior or senior high levels. However, a difference was observed between the two school types at the elementary level. The distinction was that at the high-scoring schools the staff exhibited noticeably much more affect than was observed at the low-scoring schools. The dissimilarity can be noted from the comments made by one observer at a low-scoring school. "The office secretaries and cafeteria staff work with no smiles and are not too friendly toward students. The office personnel are always sitting; no one gets up too swiftly when students, parents, or staff

come into the office." The staffs at the high-scoring elementary schools, in contrast, were described as demonstrating a genuine caring for students, they were friendly (smiles) and helpful toward staff, students and parents, and the staffs appeared competent and took pride in their work.

The auxiliary staffs at the junior and senior high levels were consistently seen as friendly toward staff, polite and knowledgeable with respect to students, and having a good rapport with all. No differences were noted among the high- and low-scoring schools.

3. Lunchtime Activities. Observations of the PHBAO schools' lunchtime activities focused on three distinct areas: (1) the cafeteria (e.g., size, organization, supervision, students' behavior), (2) the lunch benches (e.g., size, organization, supervision), and (3) the playground (e.g., available supervision, character or style of supervisory personnel, structured or unstructured activities, students' behavior). A synthesis of the observers' comments revealed differences did exist among the lunchtime activities at the high- and low-scoring self-esteem schools at both the elementary and senior high levels. None were observed at the junior high level.

   The high-scoring self-esteem elementary schools had (1) well organized and well supervised cafeterias, and serviced a workable number of students in their facilities during lunchtime; (2) the lunch bench areas were well supervised and the students well disciplined; (3) the students frequently ate under sunroofs; and (4) the students played in assigned areas on the playground where there was adequate supervision from teachers, noon aides, and college students. At the low-scoring schools (1) the children ate outside or in cafeteria areas too small for the number of students and where supervision was lacking; (2) lunch bench supervision consisted of portable loud speakers or PA systems; (3) the lunch bench areas were uncovered and lacked adequate supervision; (4) loud speakers were used to control the students; (5) there was little or no supervision on the playground; and (6) supervisory personnel tended to group themselves too close for adequate supervision of the students.

   There were also several distinct differences observed at the high school level. The first related to the cafeteria. At the low-scoring high schools the cafeterias were very small with limited space. Students had to stand in long lines well beyond the entrance to order their food. At the high-scoring PHBAO high schools the cafeterias were average size, there were ample chairs and tables, and available trash cans. The appearance of the cafeterias was neat and clean, and maintenance began immediately at the close of each eating period. The areas tended also to be well supervised.

   The second difference between the two types of high schools relates to the lunch bench area. At the high-scoring schools the pavillions were covered, there were ample tables and benches, the areas were well supervised, and the students' behavior was good. At the low-scoring schools the pavillions were uncovered, there were a limited number of tables, and students had to sit wherever spaces could be located.

Lastly, there were differences on the playgrounds of the types of schools. At the high-scoring schools there were numerous supervisory staff (security agents and aides, deans, counselors, and administrators) who were highly mobile and highly visible to students. At the low-scoring schools supervision was sometimes not evident and students engaged in a lot of "play" activities. One student even asked the observer during lunchtime whether there could be changes as a result of the observations (changes in the lunch environment).

At the junior high level no differences were observed among the high- and low-scoring self-esteem schools with respect to lunchtime activities in the cafeteria, on the lunch benches, or on the playground. All were described as well organized and having adequate supervision.

4. Security of School. No differences existed among the high- and low-scoring schools in the area of school security (e.g., presence or absence of security personnel, prevailing character or style of security personnel, presence or absence of off-campus security vehicles).

At some elementary schools no security personnel were used either on or off campus. The gates were either totally unlocked or there was no special gate supervision throughout the school day. At other elementary schools security was quite different. The gates were locked and unlocked at specified times and there were either security personnel present on campus or they called on an as-needed basis. On one particular campus for security and safety reasons, regular students were separated from special program students during school dismissal.

Turning to the junior high schools, again, no distinct differences were noted between the two types of scoring schools. Present at both were neatly dressed security guards who were quite visible to students, especially during lunch and after school. In addition, on all campuses the gates were locked at 9:00 a.m. and remained so until 3:00 p.m.

On the senior high campuses all gates were locked sharply at 8:00 a.m. and remained locked until 3:00 p.m. In addition, most doors were locked. Exceptions were entrances to the main buildings and some classrooms. It was not uncommon to see on most campuses large holes in the fences surrounding the schools which school personnel believed allowed outsiders to come onto the grounds and become part of the student crowd. On the campuses, also were many security agents and aides. The agents were well dressed, highly visible, and known by the majority of students. The security aides tended to be casually dressed and less identifiable as authority figures. The schools were also patrolled by security vehicles that were able to monitor all police calls within a certain radius of the schools.

5. Classroom Observations. No differences were found within the classrooms of the high- and low-scoring self-esteem junior and senior high PHBAO schools. However, there were differences at the elementary schools. For example, with regard to physical appearance, the high-scoring schools' classrooms were generally neat, there was available instructional material, learning centers were used, and there were cheerful, clean bulletin boards. In contrast, at the low-scoring schools children were engaged mostly in paper-and-pencil activities, there were few decorated bulletin boards, there were few neat classrooms, and some classes appeared to have no instructional material available. In fact, there were a few classrooms where absolutely no teaching was observed. And, it was not uncommon to see faculty restrooms used as stations for learning activities.

   There were also contrasts in the behavior of the students and teachers at the high- and low-scoring elementary schools. At the high-scoring schools students were actively engaged in classroom projects, at all times the students appeared busy either with individual assignments or in group activities, and there were frequent interactions between students and teachers. The teachers at these high-scoring schools interacted on a personal level with students, all (the teachers) seemed competent with their subject matter, and there was a high degree of movement by the teachers within the classroom. Clear directions were given to students, and efforts made to ensure that the directions were thoroughly understood. Individual assistance was provided, and a variety of teaching techniques were implemented in the classrooms of the high-scoring schools. The behavior of students at the low-scoring elementary schools was markedly different. The students seemed restless, there was a lot of movement within the classrooms, there was obvious daydreaming among the students, and many were just idle. Overall, little discipline was observed. In addition, the students appeared minimally involved with learning, and in some classes no instruction was apparent. The teachers did not maintain close proximity to the students, and most of the teachers remained seated throughout the class period. However, they did appear competent and knowledgeable regarding their subject matters.

   No striking differences were observed among the low- and high-scoring schools at the secondary level. Typically, the classrooms were clean but crowded. Many were recently painted, and most had decorated bulletin boards. Instructional material and resources were evident in bookcases and on learning tables. Many halls were covered with posters, but many were haphazardly placed. There were a limited number of slide projectors or overhead projectors in use.

   Overall, students in the junior and senior high school classrooms were disciplined. While some were actively involved in class discussions, others talked to fellow students, daydreamed, or tried to needle the teacher or other students. All in all, however, they were respectful to their teachers.

With regard to the teachers' behavior, most sat or stood at their desks while instructing students. There were some, however, who remained at their desks throughout the entire class period. Others moved about. Some verbally interacted with students, while others seemed only to watch their students as they worked. In some classes very little was seen with regard to student learning.

At the junior and senior high schools, the amount of learning taking place in the classroom appeared to relate to the specific type of learning activity. In classrooms where there were discussions, students appeared interested. Where there was questioning from teachers, there appeared to be a lot of thinking on the part of the students. They were especially interested and enthusiastic when actively involved in manipulative activities. In the majority of classrooms, students seemed quiet and involved in the seatwork.

Structured Interviews with Principals and Teachers

The responses given by the principals and teachers when interviewed are presented below. Like the information obtained from the school observations, the findings from the interviews will be presented using the topic areas that served at the foci for the interviews. The six were (1) overall appearance of school, (2) playground equipment, (3) support services, (4) parent activities, (5) administrative leadership, and (6) suggestions for improvement of students' self-esteem.

1. Appearance of School. With regard to school appearance, the PHBAO principals tended to view their schools' overall appearance more positive than did the PHBAO teachers. As a matter of fact, only one of the principals in the sample chose not to rate the schools appearance as "Very Good," "Good," or "Average." Yet, as many as a third of the teachers selected the "Poor" category to describe the appearance of their schools.

   The same pattern emerged when the respondents rated their schools' janitorial services. Again, the principals' ratings were clearly more positive than those of the teachers. A single principal rated the service as "Very Poor" while 32% of the teachers gave "Poor" or "Very Poor" ratings.

   No differences were found, however, in the responses of the teachers or principals according to school type, i.e., high- or low-scoring self-esteem school.

2. Playground Equipment. The respondents were also requested to rate their school's playground equipment--the amount and quality of the equipment. A clear majority of both the teachers (53%) and principals

(67%) voiced displeasure with the amount of available equipment. However, they were pleased with the adequacy of the equipment and its overall quality.

3. Support Services. The two respondent groups had obviously different views regarding their schools' support services. Far more principals than teachers were displeased with the number of available services. Specifically, 78% of the teachers but only 25% of the principals responded "yes" when asked if they were pleased with the actual number of available services. At the same time, however, a clear majority of those within both groups indicated satisfaction with the overall effectiveness of their school's support services. Both the principals and teachers believed more services were needed in the following areas: (1) PSA time, (2) counseling and school psychology services, (3) library activities, and (4) tutorial assistance.

   When the respondents were requested to indicate which support service they believed was most beneficial to the self-esteem of students, two services were mentioned most frequently. They were counseling and PSA services. Examples of reasons given in support of counseling as the most valued service were (1) "the counselors' comments have positive effects on students," (2) "counseling helps improve students' self-esteem," (3) "students get their images from counselors," (4) "students are able to talk with couselors and through talking the students end up feeling better about themselves." PSA personnel were considered the major contributors in getting students to class more promptly, in lowering the absentee rate among students, in establishing a reward system to encourage regular school attendance, and in making home visits to facilitate the resolution of teacher, student, and family conflicts.

   It was interesting to find, however, that there were no differences in the responses given by the principals or teachers from the high- and low-scoring schools concerning the support services. High-scoring principals and teachers responded much like low-scoring principals and teachers. The perceptions held regarding their school's support services were highly similar.

   Closely connected with the support service issue was the school volunteer issue. The feedback received from the principals and teachers revealed two interesting findings. First, the principals were quite knowledgeable about who actually serve as volunteers in their respective schools, the number of such persons, and the specific duties performed by these individuals. The teachers were obviously less informed. The second finding was that there is a distinct difference in the way volunteers are used in low-scoring and high-scoring self-esteem PHBAO schools. From the reports given primarily by the principals, volunteers are mainly used for academic tutoring at high-scoring schools, chiefly in math and English classes. At low-scoring schools volunteers are involved in a multitude of functions and roles such as clerical work, room mothers, yard and cafeteria duty, and school security. There was a minimum amount of tutoring.

4. Parent Activities. When interviewed the school administrators and teachers were also requested to provide information concerning parent involvement at their respective schools. In particular, the following questions were posed: (1) "What types of parent activities, if any, go on in your school?"; (2) "Who schedules these activities?"; and (3) "How are the activities scheduled?". The feedback received from the respondents was analyzed to ascertain whether differences existed at the two school types.

With regard to the types of parent activities, there were definite distinctions between the two types of scoring schools. The high-scoring schools had a far greater number of parent activities than did the low-scoring schools. Activities which were common to both settings were the PTA, academic, athletic and scholastic booster clubs, athletic clubs, Community and School Advisory Councils, Parent/Teacher Conference, Back-to-School Nights, and parent education classes. However, typical activities at the high-scoring schools' campuses were College Nights, Bilingual Advisory Councils, ethnic clubs (e.g., Korean, Vietnamese and Latin Family Cultural Groups), and Parent Information Night for College Advisement. Another consistent occurrence at the high-scoring schools was the regular scheduling of parent workshops and inservice training activities especially designed to provide parents with information such as proficiency testing, understanding their child's school, and ways to help their child at home.

A second striking difference that emerged related to the issue of who is actually responsible for scheduling a school's parent activities. Without a doubt, at a majority of the high-scoring schools, the school principal, and to a lesser degree, other administrative staff members assumed this task. In contrast, at the low-scoring schools this responsibility rested more with individuals external to the administrative staff. Often the chairpersons of the various activities or special interest groups were delegated the responsibility. What was also evident was the role played by the groups themselves. In other words, at the low-scoring schools the planning of the parent activities was pretty much left to the special interest groups or were established on an as-needed basis. Clearly, this was not the case at the high-scoring schools. The scheduling of parent activities appeared to be a duty specifically assumed by the principal or another administrative staff member. The planning for these activities was an integral part of the high-scoring schools' programs--they were not merely left to chance or created on an as-needed basis.

Third, there were also shades of differences at the two school types with regard to the procedures used to schedule parent activities. Characteristic of the high-scoring school was having these activities formally drafted into the school's master calendar, having the principal take the initiative for planning the activities, having the special interest groups involved in the decision-making process with the principal in discussions about the activities, and having some activities scheduled because they were mandated in the by-laws of particular organizations. In contrast, the planning of parent activities at the low-scoring schools was assumed by the interest groups themselves or resulted as a consequence of a particular school need. Hence, in most instances, the scheduling was reactive rather than proactive. At the high-scoring schools the parent activities were an integral part of the school's regular program.

5. Administrative Leadership. Of interest also to this report were the teachers' viewpoints regarding their schools' administrative leaders and the teachers' judgments concerning their teaching careers. When interviewed, as many as 66% gave "Very Good" or "Good" ratings to the administrative leadership at their school. "Average" ratings were given by 19% and "Poor" ratings by 15% of the teachers.

   The teachers stated their satisfaction with the number of staff meetings scheduled each academic year at their school, and also gave their opinions regarding the quality of these meetings. There was a definite split in opinion concerning the number of scheduled meetings. Specifically, 53% were pleased, 47% were displeased. The teachers were also split in their judgments regarding the content of these meetings. Approximately half (47%) were quite positive about what transpired at the staff meetings. The lack of purpose at the meetings, the general lack of attention given to academic concepts, curriculum issues, and specific teacher-classroom concerns, the negativity expressed by fellow teachers, the rehashing of old topics, the discussion of District rather than local school policies and practices, the lack of time and opportunity for staff and administrators to interact are but some of the reasons cited by the teachers who voiced displeasure with the quality of their school's staff meetings.

   Another interesting finding related to job satisfaction. Teachers in the sample were asked whether they were happy teaching at their particular school and the reasons for their feeling so. Surprisingly, as many as 88% responded "yes" to this inquiry. Another unexpected finding was the differences found among the responses of the teachers from the high- and low-scoring self-esteem schools. In brief, the reasons given by the high-scoring teachers to explain their "happiness" with teaching primarily focused on their fondness for students and their fondness for the profession itself. In contrast, the comments offered by the teachers from the low-scoring schools focused exclusively on the school's administrative staff e.g., "minimum amount of administrative pressure," "supportive administration," and "good strong principal." Hence, the responses of the high-scoring teachers tended to be inner directed, while those of the low-scoring teachers were more outer directed.

6. Suggestions for Improvement of Students' Self-Esteem. Another phase of the interview centered on the improvement of students' self-esteem. In particular, both the principals and teachers were asked to suggest ways their school might improve the self-esteem of its students. Three findings emerged from an analysis of the responses. First, there were no discernible differences in the recommendations offered by the respondents from the high and low-scoring schools. Second, there was consistency among the principals' and teachers' responses. Third, the respondents differed in their opinions regarding how to improve students' self-esteem. The most frequently mentioned ones were (1) more extra-curricula clubs and activities, (2) increased motivation among teachers, (3) class size reduction for greater student achievement, (4) better role models among adults, (5) intensified counseling, (6) more publicity and recognition of student accomplishments, (7) increased teacher morale, (8) larger libraries and more restroom facilities for students, (9) more competitive sports and greater school spirit for students, (10) implementation of strong vocational programs and strong shop classes, (11) greater parent involvement to improve students' school attendance, (12) reinforcement of students' cultural heritage, (13) raise standards of academic excellence, (14) more student award activities, and (15) increase avenues for students to show creative abilities. Finally, there were a number of respondents who firmly believed their schools were already doing a "good" job in improving students' self-esteem or their "schools should just continue doing what they're doing in helping to boost the self-esteem of students."

The final phase of the principals' and teachers' interviews focused on having the respondents complete an inventory designed to reflect their feelings about their school's instructional programs and students' progress. An analysis of the data indicated five statements that were rated highest by the principals and teachers from the category "How I Feel About the Instructional Program." These were:

Principals Most Highly Rated Statements

1. What is taught in this school is useful in the outside world.
2. The instructional programs used in this school are generally of high quality.
3. Teachers at this school are motivated to provide quality education for students.
4. Teachers at this school give students ample information about their progress in school.
5. My school does an effective job in instructing its students.

Teachers Most Highly Rated Statements

1. The teachers on this school staff give the impression that they really want students to learn.
2. What is taught in this school is useful in the outside world.
3. My school does an effective job in instructing its students.
4. Teachers at this school give students ample information about their progress in school.
5. Teachers at this school spend ample time with individual students.

What seems clear from these statements is that the teachers and principals in the sample felt strongest about the usefulness of their instructional programs, the quality of these programs, the educational feedback given students, and the teachers' desire for students to achieve academically.

The five statements rated highest by the principals and teachers from the category "Beliefs About Students' Progress" were:

Principals Most Highly Rated Statements

1. The skills students at this school are mastering will increase their chances for success after graduation.
2. The grades the students achieve reflect what they have learned.
3. I believe it is essential for the students to master certain skills before they are promoted from grade to grade.
4. The children are given ample classroom and homework assignments to master certain skills.
5. The students look forward to coming to school each day.

Teachers Most Highly Rated Statements

1. I believe it is essential for the students to master certain skills before they are promoted from grade to grade.
2. The grades students achieve reflect what they have learned.
3. Students at this school are encouraged by teachers to achieve.
4. The skills students at this school are mastering will increase their chances for success after graduation.

5. The type of instruction the students get really helps them to meet future needs.

The focus of the teachers' and principals' ratings regarding student progress was on the importance of mastering basic academic skills. The respondents were also concerned about the grades students receive for learning, the amount of work needed for students to acquire needed skills, and the types of teaching or instruction students receive.

On-the-Spot Student Interviews

The third and final component of this report dealt with spontaneous interviews conducted with a small group of students from each of the eight sample schools. The intent of these student contacts was to obtain, in a rather carefree and cursory manner, on-the-spot student assessments regarding "how many of the students liked the schools they were attending." A total of 24 elementary, junior, and senior high students were randomly selected by the interviewers to participate in this phase of the investigation. The selections were made from a variety of school locations, e.g., the libraries, hallways, classrooms, restrooms, and the school playgrounds. Each student was asked to respond "yes" or "no" to the following question: "Do you like this school?"

The findings revealed that in every case except one, the students replied in the affirmative. The single response came from an elementary student who was obviously angry on the day she was interviewed. She remarked, "I couldn't go on a field trip because I left school to get my friend. So I don't really like this school. I want to go to St. --- school."

SUMMARY AND RECOMMENDATIONS

As previously mentioned, the purpose of this report was to ascertain which school variables tend to be associated with the high or low self-esteem of students who attend predominantly (70%) Asian, Black, Hispanic, and other non-Anglo (PHBAO) schools. Specifically, determinations were made regarding whether there are differences at the two school types with respect to specific educational practices and the attitudes held by staffs concerning students' educational progress and the schools' instructional programs.

Two findings are worth noting. First, differences do exist at high and low self-esteem schools. Second, some of these differences are more likely to occur at the elementary level, while others are more likely to occur at the secondary level. The specific areas where disparities were observed are three. The first, involves the affective quality displayed by the schools' auxiliary staffs. Differences were observed at the elementary level but not at the secondary level. At the high self-esteem elementary schools there was a greater proclivity for the schools' auxiliary staffs to display more affective behaviors than was found at the low self-esteem schools. At these high self-esteem schools the staffs were described as demonstrating what appeared to be a genuine care for students, they (the staff) were friendly (e.g., smiles) and helpful toward other staff, students, and parents, and the staffs appeared competent and took pride in their work. Such behaviors were not reported by the interviewers at the low self-esteem schools. A typical comment from observations made at the low self-esteem schools was, "The office secretaries and cafeteria staff work with no smiles and are not too friendly toward students. The office personnel are always sitting. No one gets up too swiftly when students, parents, or staff come into the office." In general, then, the auxiliary staffs at the high self-esteem elementary schools were seen as friendlier toward other staff members, more polite, knowledgeable, and helpful to students, and characteristically maintaining a good rapport with all.

A second area where differences were found at the two school types is associated with the schools' lunchtime activities, e.g., the cafeteria (size, organization, supervision of students' behavior), the lunch benches (size, organization, supervision), and the playground (available supervision, character and style of supervisory personnel, structured or unstructured activities, students' behavior). The findings show that there are differences in the lunchtime activities found at high and low self-esteem PHBAO schools at both the elementary and senior high levels. None were observed, however, at the junior high level.

Typical descriptors of the high self-esteem elementary schools' lunchtime activities are that they are well organized, well supervised, and that there are disciplined students. Also, at these schools a workable number of students are serviced by the cafeterias, students very frequently lunch under covered areas (sunroofs), the students play in assigned areas on the playground, and the lunchtime supervisory staffs are comprised of teachers, noon aides, and college students. In contrast, at the low self-esteem schools it is not uncommon to see cafeterias too small to service its student population, inadequate supervision by staff, uncovered and physically unattractive eating areas, and the predominance of public address systems to control and supervise students.

At the senior high level discernible differences were also noted with respect to lunchtime activities. At high self-esteem schools one would likely see cafeterias that are well supervised, adequately sized, and well equipped with chairs, tables, and trash cans. The lunch bench areas typically have covered pavillions, an ample supply of tables and benches, good supervision, and satisfactory student behavior. Lastly, on the playgrounds of the high self-esteem senior high campuses are numerous supervisory staff members (security agents and aides, deans, counselors, and administrators) who are highly mobile and maintained a high degree of visibility among the students.

The third area where differences were found at the two school types was in the classroom themselves. While there were no dissimilarities at the secondary level, some were noted at the elementary level. For example, with regard to the physical appearance of the classrooms, classes at high self-esteem schools are generally neat, there is available instructional material, there are learning centers in use, and there are clean, cheerful bulletin boards evident. In contrast, at the low self-esteem schools children mostly engage in paper-and-pencil activities, and there are few decorated bulletin boards, neat classrooms, or available instructional materials. Faculty restrooms are sometimes used as locations for learning, and in some classrooms there appears to be little learning or teaching taking place.

There were also contrasts in the behaviors of the students and the teachers in the classrooms of the two school types. At the high self-esteem schools students actively engage in classroom projects, at all times the students are busy with individual or group assignments, and there are frequent interactions between students and teachers. With regard to teacher behavior, at the high self-esteem schools the teachers interact with students on a highly personal level, they (the teachers) appear highly competent in their subject matters, they exhibit a high degree of mobility within their classrooms, they give clear explicit directions to students, they provide many teaching techniques in the implementation of their instructional programs. The behavior of the students and the teachers at the low self-esteem schools is markedly different. The students are restless, highly mobile, and lack discipline. Many students can be observed daydreaming or just idle in the classroom. In general, the students are minimally involved with learning, and in some classes no instruction seemingly takes place. The teachers do not maintain close proximity to their students, and many of these teachers remain seated at their desks throughout entire class period.

In addition to the previously mentioned three areas of difference, the high and low self-esteem schools were also distinctive with respect to their utilization of school volunteers, the number and types of parent activities, and teacher rationale for explaining job satisfaction. No discernible differences were noted, however, among the high and low self-esteem schools with regard to their physical appearances, school securities, playground equipment, support services, administrative leadership qualities, or the attitudes of the administrators or teachers concerning their school's instructional programs or their students' academic progress.

Based on the findings of this report, the following recommendations are preoffered for consideration:

1. That there be a limited number of PHBAO elementary, junior, and senior high schools selected to serve as experimental schools to further study the variables related to the self-esteem of PHBAO students.
2. That efforts be made to provide incentives to PHBAO schools for the continuous maintenance and upkeep of the schools physical appearance, both internally and externally.
3. That auxiliary staffs be given inservice training designed to teach skills related to topics such as interpersonal communication and relationship development.

4. That management consultant teams be sent to PHBAO schools in order to better organize and obtain maximum efficiency from the school's cafeterias and their staffs.

5. That all lunch bench areas be covered.

6. That playground, cafeteria, and lunch bench-area supervisory staff be given in-depth training on how best to implement quality student supervision.

7. That schools be equipped with an adequate number of lunch tables and chairs, trash cans, and playground equipment.

8. That teachers be in-serviced to upgrade their skills for improving classroom learning, for increasing student participation, for bettering classroom supervision, and for expanding their artistic repertoire to enhance the decor and visual attractiveness of the classroom environment.

9. That the services of school volunteers be channeled toward academic tutoring and remediation activities.

10. That specific parent activities be mandated for all PHBAO schools and that they (the activities) be an integral part of each school's yearly academic program.

CHAPTER XV: SUMMARY AND RECOMMENDATIONS

This section summarizes the findings and recommendations of the 1982-83 PHBAO evaluation. This information is presented in three areas based on initial evaluation objectives: (a) Program Effectiveness and Implementation Issues, (b) Description of Test Results, and (c) Amelioration of Harms.

PROGRAM EFFECTIVENESS AND IMPLEMENTATION ISSUES

In general, teachers and administrators rated the 19 PHBAO programs as effective in fulfilling their objectives. Specifically, it was perceived that the programs were effective in improving the quality of instruction, teacher morale, teachers' perceptions of students' potential, student self-esteem, student achievement, and parents' perceptions of the schools. The programs were not perceived as effective in increasing the percentage of students who graduate from high school. Interestingly, administrators viewed the programs more positively than teachers.

It is recommended that:

1. PHBAO programming as an overall thrust be continued, and
2. Language Acquisition, Project AHEAD, and Computer Assistance be further reviewed with respect to participant perceptions of how consistently the programs meet their objectives.

Seven of the 19 programs were specified by the District for more intensive implementation analysis. Conclusions regarding these programs are presented in terms of major program goals.

Programs to Improve Teacher Quality

The Bilingual Classroom Teacher Program (BCTP) has made some very positive strides. Both teachers and administrators agreed that some of the immediate payoffs were (1) getting students to achieve at grade level, (2) ameliorating LEP students' apprehensiveness concerning their academic endeavors, and (3) assisting bilingual students in their quest for language and cultural acceptance. However, the respondents felt that the program's primary goal, to upgrade LEP students' English language proficiency, would only be realized on a long-term basis. Part of this concern related to the development and use of bilingual instructional materials. From teacher input in this area, it emerged that there is some confusion about the parameters of the BCTP as a PHBAO program and the District's overall bilingual program.

It was also clear that the BCTP made a greater impact on retaining rather than on recruiting bilingual teachers at PHBAO schools. The salary differential was viewed as adequate by roughly half of both the teachers and principals who responded. The work assignment time was reported as effectively used for a variety of activities, the most valued of which were tutoring, counseling, and parent contact. Monitoring procedures for the program were highly variable among schools as were activities related to the needs assessment phase of the BCTP.

Recommendations for the Bilingual Classroom Teacher Program are:

1. That the District engage in public activities designed to provide greater visibility of the BCTP.
2. That there be regularly scheduled meetings for personnel to exchange information and ideas regarding such matters as successful instructional activities that can be implemented by bilingual classroom teachers.
3. That there be made available a greater surplus of non-English instructional material and textbooks.
4. That there be time alloted for the preparation of non-English instructional material.
5. That there be established a non-English curriculum library where teachers can secure needed materials.
6. That there be established a formalized procedure for principals to use in the implementation of their school's bilingual needs assessment.
7. That the District establish on-site observations to oversee the monitoring procedures used by individual BCTP schools.
8. That there be a serious attempt to increase the number of bilingual teachers for specific subject matter courses for specific language groups.
9. That there be a serious attempt to increase the salary differential for BCTP staff.
10. That all staff, both teaching and non-teaching, receive intensive inservice regarding the goals and purposes of the District's two bilingual programs, the Bilingual Classroom Teacher Program and ,the Bilingual Program.

The Urban Classroom Teacher Program is progressing quite well, both procedurally and in terms of its overall goals. There is positive regard for procedures related to obtaining teacher commitments, to assessing school needs, and executing payroll. Teachers, however, are dissatisfied with the compensation in relation to the actual amount of extra time spent and with the differences in compensation among the three UCTP categories.

Programmatically, tutoring and the special interest clubs are the two activities most frequenty undertaken, and teachers report that tutoring is the single most beneficial activity provided. According to teachers, tutoring is provided consistently and is of good quality. Teachers also felt the program's most important aspect was the extra time they were able to spend with students.

Activities related to school staff stability were not rated very highly. In particular, recruitment at the senior high level was not viewed as very effective and teacher absenteeism was judged to be about the same as before the program began. However, the overall quality of teaching staff was perceived as somewhat improved, as was staff commitment.

Recommendations for the Urban Classroom Teacher Program are:

1. That consideration be given to increasing the salary differential.
2. That category distinctions be eliminated.
3. That more effective methods be devised for recruiting and retaining staff.
4. That methods be developed for reducing teacher absenteeism.

Programs to Improve Curriculum

The Computer Assistance, Curriculum Alignment, and Project Textbook programs are all progressing well towards their goals.

Computer Assistnce is viewed positively by both administrators and teachers, though there is a difference in the way that benefits are valued by both groups. Principals look to the Student Data System (SDS) to facilitate school management while teachers found the output from Computer Managed Instruction (CMI) as most useful and germane to their tasks. Both groups found the assistance provided by District staff and consultants to be extremely valuable.

Respondent concerns focused on three areas. A universal concern was the need for more computer operator time. Additionally identified was the need for faster running programs and greater flexibility in programming so that individual school needs could be better met. Finally, there was interest in increasing the ease of preparing system input as well as expanding scoring options. Several teachers mentioned the desire to learn more about the computer capabilities, suggesting that they could make better use of the output if they knew how to operate the system.

Recommendations for Computer Assistance are:

1. That the program continue to be a priority for the target schools.
2. That the programs within the sub-system be expanded to include other student data, such as attendance and instructional packages, for subjects in addition to reading.
3. That in future planning, consideration be given to the development of in-house programming capabilities so that system capacity can be adapted quickly and easily to the particular needs of each school.

4. That in-service focused on computer capabilities continue.

5. That future planning include teacher training in the direct use of the computer so that they can input and retrieve information for their teaching purposes and thereby gain a greater appreciation for the support that the system can be to their teaching tasks.

Curriculum Alignment is perceived as quite useful, but more so by those teachers who are new to the program. Those teachers in schools that have participated in the program for three or more years, though positive, are less enthusiastic about the alignment process. Directors of Instruction expressed concern about the need for activities to support the development of instructional strategies to be employed once the alignment is in place. It appears then, that once teachers have mastered the fundamental steps in the alignment process and continue to use them as appropriate to sound instructional planning, then value of the activities as a "program" ceases to exist. The program is therefore viewed as time-limited.

Recommendations for Curriculum Alignment are:

1. That the instructional planning process inherent in the program be offered to teachers at schools as a part of general school in-service and management on an as-needed basis, but not as a "program".

2. That the District develop additional ways of assisting teachers to expand teaching strategies, once learning needs of students have been identified.

Project Textbook has been quite successful in achieving its primary goal of insuring that all students have basic books for each academic subject. As principals and teachers responded, however, it was clear that they did not make a differentiation between the PHBAO project and the District's general textbook program. As seen by the respondents, the program has been less successful in its use of computerized printouts and centralized inventories. While most teachers felt the centralized inventory system made the process easier than three years ago, they still felt that it was not particularly helpful. And, while almost half of the administrators felt the computerized printouts were useful, most reported that the computerized system did not reduce paperwork. Teachers were most concerned about being limited to using a singe set of District approved basic textbooks, feeling that a common set of books could not accommodate diversity in student ethnicity, interests, and achievement level. In general, parent involvement has been minimal and limited to receiving information about textbooks.

Recommendations for Project Textbook are:

1. That the District continue its successful efforts to provide each student with basic books.

2. That the District designate a coordinator to explain the program's purposes and procedures, as differentiated from the general District

textbook program, and to obtain feedback about the project's progress.

3. That the District consider the use of supplementary or auxillary texts to supplement the basic books.

4. That the District develop a plan for parent involvement or eliminate such involvement as a major aspect of Project Textbook.

Programs to Provide Student Support

The two programs designed to provide student support -- Student-to-Student Interaction and Supplemental Counseling -- are progressing reasonably well towards their objectives.

For Student-to-Student Interaction, the objective of reducing racial isolation is met, to some extent, by virtue of the activities that involve mixed ethnic/racial groups. That is, students are taken from racially isolated schools to racially mixed activity situations. Of the two major activities, camping appears more effective in promoting the second objective -- promoting interracial/intercultural understanding -- than Sea Education Afloat (SEA). SEA is considered intellectually stimulating, as it teaches students about the ocean and boats. However, there is no interracial/intercultural content. Camping, on the other hand, programs interaction games which teach about ethnicity, discrimination, personal values, and societal contributions of various ethnic groups.

The third objective -- the promotion of positive student interaction -- is fulfilled in varying degrees by different activities. Pre- and post-activities contribute to the objective when they engage students in sharing information, but not when they concentrate on directions and information. SEA is seen as an effective intellectual program, but not effective in promoting interaction. Camping is more effective in this area, though some of the opportunities in camping provide for intense activities which may inhibit interaction.

Recommendations for Student-to-Student Interaction are:

1. That the objectives of each activity be specified.

2. That each activity include components which increase student-student interaction and/or student-teacher interaction.

3. That pre- and post-sessions be emphasized as part of the Camping and SEA activities, e.g., that more descriptive information and examples of activities be made available.

4. That Sea Afloat be revised to include activities that promote the program objectives or be dropped as a component of the Student-to-Student Interaction program.

Supplemental Counseling is viewed favorably by students and counselors. Both groups held in positive regard the availability of counseling services made possible through this program to meet either expected or unexpected needs. The students reported that the greatest assistance was given in the area of articulation of specific course and graduation requirements. Matters related to career counseling received the least favorable comments. Students and counselors felt the maintenance of students' records, improvement in students' achievement, increased parental involvement, and assistance in the resolution of students' personal problems were all positive features of the program.

With regard to implementation, there was considerable diversity among schools. There was a wide range of pupil/counselor ratios as well as percentages of time spent by supplemental counselors doing "counseling duties". Variations were also noted in the use of individual or group counseling methods and in support given for the whole-child approach.

Recommendations for Supplemental Counseling are:

1. That there be an effort to determine, establish, and monitor the 375:1 student/counselor ratio at each PHBAO senior high school.

2. That there be on-site observations made of the Supplemental Counseling Program in order to aid individual PHBAO schools in identifying particular implementation problems, e.g., interruptions caused by irrelevant teacher referrals, and ultimately in resolving these problems.

3. That there be an in-depth analysis of how the whole-child approach is implemented at each school and a determination made of the difficulties encountered. Where appropriate, mechanisms for providing assistance in carrying out the approach should be identified and procedures established for the utilization of such assistance.

4. That there be clearly defined procedures established for the execution of career counseling, e.g., with Career counselors or with the on-line counseling staff.

5. That there be District sponsored in-service training to aid counselors in identifying and using the most expedient procedures for maintaining student logs, documenting contact with counselees, and reducing paperwork and clerical chores.

6. That there be an in-depth analysis focusing on ways to augment counselor time and to increase the number of available counselors for students.

DESCRIPTION OF TEST RESULTS

Study findings indicate slight improvements in self-concept and achievement at the elementary levels. There is less improvement at the secondary level and all scores remain below the appropriate standard (i.e., either national or District norms).

The Student Attitude Measure (SAM) indicates that non-year-round 6th and 10th graders were less positive than the national sample about their academic ability, school skills, and performance. Moreover, the PHBAO students scored lower on motivation for schooling than the national sample. A definitive interpretation of these findings is beyond the data at hand, but it may be conjectured that: students who feel they lack ability may not be motivated to try to achieve, and the poor performance reinforces the notion that they lack academic ability.

Non-year-round elementary students evidenced a slight improvement in motivation for schooling, performance based on self-concept, and perceptions of academic skills over the three-year evaluation period. These improvements, however, were not evident at the secondary level. Similarly, 6th graders at year-round schools showed a slight improvement over two years in terms of confidence in their academic abilities and feelings about school performance.

The Survey of Essential Skills (SES), administered at the elementary level, indicates that reading and language test scores of 4th and 6th graders did not improve from the 1982 to the 1983 testing. However, test scores increased for math at both grade levels, and differences between 1982 and 1983 scores were statistically significant. Moreover, there was a marked increase at both grade levels from 1982 to 1983 in the percentage of schools whose scores fell in the mastery range. Though there was a slight decrease in the 6th grade reading scores, the over-all 6th grade performance in reading did not fall out of the mastery range.

The Comprehensive Test of Basic Skills (CTBS), administered to 8th and 10th graders, yielded far less encouraging results. Though the overall gains made by 8th graders were small, those in the program three years made considerably greater strides in both reading and mathematics than those only in the program two years. Senior high gains were miniscule. Present and past scores at both secondary grade levels were well below the 50th percentile.

Recommendations Based on Test Results are:

1. That test preparation and administration be carefully monitored, especially at the secondary level.

2. Continued effort be made toward the improvement of basic skills of students that then can be reflected in improved achievement and attitude test scores.

AMELIORATION OF HARMS

We were unable to identify practices which consistently distinguished high- and low-scoring schools on achievement, post-secondary access, interracial hostility and self-esteem. What did emerge, however, was an interesting relationship between the amelioration of harms and staff attitudes, expectations and interactions with students. The following highlights those trends as well as those idiosyncratic to the assessment of the amelioration of each harm.

Achievement

At the high achieving schools, classes tended to be smaller, students spent more time on-task, teachers interrupted classes less frequently for disciplinary purposes, students had fewer absences and teachers, at the elementary level, were absent less frequently. Administrators and staff at schools with higher scores seems to be focused on activities over which they had some control (i.e., educational programs) while those in lower achieving schools were more concerned about things external to the school (i.e., gangs, lack of community support, etc.) At higher achieving schools, teachers are far more positive about student behavior, achievement, and capacity to learn than at lower achieving schools.

Recommendations for the Amelioration of Harm: Low Achievement are:

1. That the District continue to focus on improved instructional strategies and classroom management.
2. That there be continued emphasis on and support given to teachers toward the enhancement of expectations of students.
3. That in those low achieving schools surrounded by difficult socio-cultural conditions, greater attention be paid to teacher and administrative supports in order to nurture and maintain positive attitudes as they relate to student performance.

Post-Secondary Access

School practices that clearly distinguished those schools with high percentages of students seeking access to post-secondary opportunities and those with low percentages were not discerned. Student visits to a range of educational institutions, availability of information and opportunities for student leadership were comparable in both sets of schools. What was different, however, were the attitudes and expectations of school staff. Teachers, principals, and counselors in schools with high post-secondary access were more knowledgeable about student plans, about the college attendance of students' families and peers, and about the quality of information provided the students than were staff in the low-access schools. Moreover, teachers in the high-access schools were more involved in promoting and encouraging students' post-secondary activities than teachers in the low-access schools. We conjecture that this involvement manifests itself in a greater level of support which nurtures student aspiration and subsequently student plans to seek post-secondary opportunities.

Recommendations for the Amelioration of Harm: Lack of Access to Post-Secondary Opportunities are:

1. That staff development at the high school level emphasize the importance of teacher support and positive expectations for increasing students' access to post-secondary opportunities.

2. That in addition to making college/business literature available to students, teachers as well as counselors be encouraged to be more interactive with students in interpreting information provided.

3. That schools begin to identify more effective means of obtaining parent involvement in Career Day activities and post-secondary information exchanges.

4. That as indicated by school staff, visits to colleges/businesses could be improved by having better student transportation, by scheduling visits during non-class hours, and by increasing the number of student participants.

5. That major post-secondary access activities increasingly focus on sophomores and juniors, in addition to seniors.

Interracial Hostility and Intolerance

Teachers also play an important role in ameliorating the harm of interracial hostility and intolerance. In schools with lower levels of interracial hostility, teachers focused on positive aspects of ethnicity with their students. Teachers in these schools were seen as more frequently reinforcing the worth of all students than were teachers in the high interracial hostility schools. All schools had deterrence systems. But those in the low hostility schools were more modest, tended to focus on interpersonal strategies, and clearly directed the engagement of students in intense academic activities which served to equalize the status among the students. Those schools with high hostility tended to rely more heavily on rules and regulations to avert overt conflict and in one instance created a structure in which two distinct ethnic student groups co-exist in parallel social systems.

Recommendations for the Amelioration of Harm: Interracial Hostility and Intolerance are:

1. That schools continue to implement deterrence systems (parallel students' groups are not to be considered legitimate).

2. That deterrence systems include activities integrating faculty, staff, and students throughout the school organization.

3. That deterrence systems be varied in activities and intensity. PHBAO programs such as Student-to-Student should be expanded.

4. That schools become aware of various kinds of successful deterrence systems.

Self-Esteem

In schools which scored high on self-esteem, auxiliary staff (office secretaries, cafeteria workers) interacted quite positively with students. Moreover, teachers in high self-esteem schools were found to interact more frequently with students during non-class time and transition periods than teachers in low self-esteem schools. Differences in lunchtime activities were noted, with the high esteem schools being characterized by cafeterias and playgrounds of a size to accommodate the student body, by adequate amount and arrangement of equipment and by adequate supervision. The physical appearance of classrooms in high esteem schools was neat, clean and cheerful in contrast to those of low esteem schools. Classroom activity in the high esteem schools were arranged so as to actively engage the learner. In the low esteem schools there seemed to be greater reliance on pen and pencil type activities. Parent activities were planned by administrative personnel in the high scoring schools while this function was relegated to special interest groups in low scoring schools. And finally, in the high scoring schools, volunteers were used more often as tutors, whereas the low scoring schools used them more often as clerical aides or for yard duty.

Recommendations for the Amelioration of Harm: Low Self-Esteem are:

1. That there be a limited number of PHBAO elementary, junior, and senior high schools selected to serve as experimental schools to further study the variables related to the self-esteem of PHBAO students.

2. That efforts be made to provide incentive to PHBAO schools for the continuous maintenance and upkeep of the schools' physical appearance, both internally and externally.

3. That auxiliary staffs be given in-service training designed to teach skills related to topics such as interpersonal communication and relationship development.

4. That management consultant teams be sent to PHBAO schools in order to better organize and obtain maximum efficiency from the school's cafeterias and their staffs.

5. That all lunch bench areas be covered.

6. That playground, cafeteria, and lunch bench-area supervisory staff be given in-depth training on how best to implement quality student supervision.

7. That schools be equipped with an adequate number of lunch tables and chairs, trash cans, and playground equipment.

8. That teachers be in-serviced to upgrade their skills for improving classroom learning, for increasing student participation, for bettering classroom supervision, and for expanding their artistic repertoire to enhance the decor and visual attractiveness of the classroom environment.

9. That the services of school volunteers be channeled toward academic tutoring and remediation activities.

10. That specific parent activities be mandated for all PHBAO schools and that they (the activities) be an integral part of each school's yearly academic program.

CONCLUSIONS

This team feels that over-all, PHBAO programming is working well and should continue, with the recommended modifications, as a significant thrust in the District's educational design. The importance of staff expectations of students permeates most all of the findings of this study. What needs to be underscored is that these expectations affect students in areas other than achievement.

PHBAO MED-COR PROGRAM

SECTION B

Evaluation Report
of
The University of Southern California
School of Medicine Med-COR Program

One of the
Predominantly Hispanic, Black, Asian,
and Other Non-Anglo Programs

Submitted to

Los Angeles Unified School District

July 1, 1983

Conducted By

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BACKGROUND AND DESCRIPTION OF MED-COR

Med-COR, a program for inner city junior and senior high school students, is jointly sponsored by the University of Southern California School of Medicine and the Los Angeles Unified School District. It has been in operation since 1970 and has evidenced remarkable success in meeting its major goals of improving the maturation, interest, and academic skill level of the participating students. Students attend classes on Saturday on the campus of the University of Southern California. They are grouped and assigned to classes in accordance with their individual needs. Through small group instruction and tutoring, it is expected that their academic skills will be increased to the extent that they will become qualified for acceptance by college and/or university professional health schools. In addition, students are exposed to various experiences (during the Saturday sessions and during the summer at the U.S.C. Medical Center) designed to increase their interest in applying for acceptance by professional health schools.

At the time the Med-COR program was first initiated, only four senior high schools participated: Wilson, Roosevelt, Jefferson, and Washington. Since that time, additional senior high schools as well as their contributing junior high schools have joined the program. Refinements and improvements in the program have been made each year, but the goals and component activities designed to help students attain the goals have remained basically the same. In 1982-83, Med-COR served 14 participating senior high schools and twenty contributing junior high schools in the Los Angeles Unified School District and included students in grades 8 through 12. With the movement toward inclusion of more junior high school students, greater stability in enrollment has evolved. By increasing recruitment efforts in the direction of younger students, Med-COR staff reasoned that the remedial and support aspects of the program would increase the potential for student success. At the beginning of each year and to some extent during the year, students are recruited to fill vacancies. Such recruitment is restricted to grades 8 through 11. Vacancies in senior ranks are not filled unless a student with unusual health career interest and aptitude applies. Although these approaches remain to be fully tested, evaluative evidence does point to a lower percentage of students dropping out of the program. Enrollment data are displayed in Tables I and II.

Since participating students are from predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) schools, the program is a part of the Los Angeles Unified School District's Master Plan for Integration and contributes to the District's efforts to "reduce and ultimately remove the consequences of racial isolation." Med-COR embraces three specific goals of the Court-approved PHBAO programs by providing students opportunity to improve self-esteem, to improve levels of academic achievement, and to increase access to post graduate educational and employment opportunities. It is expected that as a result of experiencing the Med-COR program, students not only will pursue professional health careers in greater numbers, but also that once they are enrolled in advanced educational programs, they will be able to compete successfully in the necessary mathematics and science courses. Evaluations have shown that Med-COR graduates are fulfilling these expectations. The 1982-83 evaluation, in addition to evaluating the 1982 summer work/study experience, will, therefore, concentrate on monitoring the continued attainment of the program's goals and will, in addition, attempt to input from Med-COR students about how to improve program efforts to meet student needs.

TABLE I

JUNIOR HIGH SCHOOL ENROLLMENTS

N=142

	Grade Level		
SCHOOL	8th	9th	Totals
Adams		3	3
Audubon	1	7	8
Belmont		8	8
Belvedere	1	6	7
Berendo	14		14
Bethune		4	4
Carver	1		1
Clay	5		5
Edison	2		2
El Sereno	15	9	24
Foshay	5	11	16
Gompers		6	6
Griffith		3	3
Harte	4	1	5
Hollenbeck		2	2
Lincoln		4	4
Mann	1	3	4
Markham	1	4	5
Mount Vernon		3	3
Muir		1	1
Nightingale	3	2	5
Stevenson	2	2	4
Virgil	7	1	8
	62	80	142

TABLE II

SENIOR HIGH SCHOOL ENROLLMENTS

N=235

	Grade Level			
SCHOOL	10th	11th	12th	Totals
Belmont	2	5	1	8
Crenshaw	7	11	3	21
Dorsey	5	7	6	18
Fremont	9	15		24
Garfield	12	6	5	23
Jefferson	8	4		12
Jordan	6	5	1	12
Lincoln	8	7	2	17
Locke	2	7	2	11
Los Angeles	8	5	7	20
Manual Arts	6	7	2	15
Roosevelt	5	8	5	18
Washington	2	12		14
Wilson	11	6	5	22
	91	105	39	235

PROGRAM GOALS

The goals of Med-COR have remained the same since the program began in 1970. In 1981, however, the program became a part of the LAUSD Court-approved PHBAO program to reduce and ultimately remove the consequences of racial isolation in the school district. As a consequence, the Med-COR program embraces some of the PHBAO goals. The major goals of Med-COR and the specific goals of PHBAO that Med-COR attempts to meet are described below.

MED-COR GOALS

Increased Maturation, Interest, and Skill Development

The goal of the program is to help participating students exhibit a more mature attitude toward school, show a keener interest in school, and pursue a specific career. Those are achieved in part through tutoring, counseling, and parental support. This concerted effort to helping students should result in improved academic skills leading to improved self-confidence and a renewed interest in school.

Preparation for College

As academic skills of participating students improve, they will also receive specific help in preparing for Scholastic Aptitude Tests (SAT); consequently, students will experience greater success in increasing their scores on the SAT and in being accepted by the college of their choice. All components of the program (tutoring, counseling, parental support, and the summer work/study program) are designed to have some impact in meeting the major goal of the program, to help students become qualified so that not only will they be accepted by professional, college, and university level schools but they will also be able to compete successfully with other students.

Enrolling in Health Careers

Through exposure to good health career models and health career content and through experiences in health career activities, it is expected that participating students will become interested and motivated to enroll in advanced study and preparation for health careers.

PHBAO GOALS

Med-COR embraces three specific goals of the Court approved PHBAO programs. They are to provide students an opportunity to improve self-esteem, to increase levels of academic achievement, and to increase access to post graduate educational and employment opportunities.

COMPONENTS

There are four components to the Med-COR Program. Three of these components function on Saturday during the school year, and a fourth component is provided during nine weeks of the summer.

Saturday Tutorial Program

During the school year, the Saturday Tutorial Program is in operation between 9 a.m. and 1 p.m. on the main campus of the University of Southern California. Students are transported from their home school to USC by school district buses. The students are provided with academic enrichment in the areas of mathematics (algebra through calculus), science (biology, chemistry and physics), English, and study skills. Students are exposed to formal lectures which stress concepts. This is followed with individual tutoring to help students apply the concepts and to complete successfully homework assigned in their regular classes at sending schools. For the formal lecture phase, students are grouped according to their performance on a pre-test. Their progress in attainment of cognitive learning and skill development is then measured by use of the same test on the pre-test to post-test administration. Many students, prior to experiencing the program, have developed some rote memorization of processes but lack the conceptual skills to compete successfully at the college level. Each Saturday, students receive 50 minutes of instruction in each of three areas: science, mathematics, and English. In addition, tutoring is provided, and, when necessary, the tutoring is done in Spanish. Tutors are paid a nominal fee and are recruited from the ranks of USC graduate and undergraduate students or graduated Med-COR students. The final hour is devoted to presenting organized symposia where students are exposed to various health professionals as role models and where major issues facing health care delivery are discussed. Symposia are presented by medical students, practicing health professionals (doctors, dentists, pharmacists, nurses, etc.), and medical school faculty. The Saturday tutorial program places major emphasis on the health career field and attempts to motivate the students to pursue a health career and to develop the academic skills necessary to be successful.

Summer Work/Study Program

Students are provided nine weeks of work/study at the Los Angeles County USC Medical Center. The experience is designed to introduce each student to the health system and to further motivate their interest in pursuing a health career by exposure to the various career representatives. Each of the three years of the program provides the student a different experience.

-Tenth Grade Experience (Introduction to Basic Medicine-I.B.M.)

The I.B.M. component exposes students to experience with patients on the wards throughout the hospital. By actually working under guidance directly with patients, students have an opportunity to appreciate the flavor of day-to-day health care work. Experience with the program has elicited considerable support from the nursing and other hospital staff so that the experience for students is real and meaningful.

-Eleventh Grade Experience (Introduction to Basic Science-I.B.S.)

The I.B.S. component provides two days of academic work and three days of ward experience. The academic work is designed to prepare students for laboratory work and to prepare them for the S.A.T. examination. The S.A.T. examination must be passed as a condition of acceptance in most colleges. Students, although reduced to three days of ward experience, are considered as advanced Med-COR students: therefore, they are assigned ward activities that require more responsibility and knowledge.

-Twelfth Grade Experience (Introduction to Laboratory-I.L.R.)
I.L.R. is for those students who graduated from high school in June. Most are placed in research laboratories. Those who wish to be nurses are returned to the wards for more practical experience, and those who wish to be technicians are provided experiences in physical, occupational, recreational, or respiratorial therapy. The I.L.R. experience is designed to bridge the gap between high school and college.

Family Core Unit

This component is designed to bring the family into the program as a support group. Parents of Med-COR students are organized into a group that meets once a month. They are expected to provide encouragement and support to their children in the program. As parents become more familiar with the program, hopefully they will be more understanding about what the Med-COR student is experiencing.

Counseling Services

Students are provided counseling in a number of areas: career, academic, and personal. Help is also given on job application techniques and on proper completion of applications and forms. The staff of Med-COR meets bi-weekly with students at each sending school site and coordinates all counseling activities with the counselors at each school. All meetings with students are held during out-of-school times (after school or during the noon hours). Meetings with students at the sending school site are designed to reinforce the liaision between Med-COR and sending schools.

EVALUATION QUESTIONS

Sufficient evaluations have been done to verify that Med-COR is a successful program and that it is accomplishing its major objectives at a very acceptable level. The 1982-83 evaluation, therefore, concentrated on monitoring the continued attainment of its goals; in addition, the evaluation also attempted to gather input from Med-COR students about how to improve program efforts to meet student needs. Evaluation questions evolved from three sources: (1) efforts of Med-COR to meet its stated goals, (2) efforts of Med-COR to improve weaknesses in the program identified in the previous year's evaluation, and (3) efforts of Med-COR to meet the goals of Court-approved PHBAO programs.

Following are the questions to which the 1982-83 evaluation was to seek answers:

1. How successful was the Med-COR program in 1982-83?
    1.1 Was attrition in enrollment reduced when compared with previous years?
    1.2 Was attendance improved?
    1.3 What portion of the June 1982 graduates pursued college degrees

and health related careers? (PHBAO goal)

2. How effective were the major components of the program?
    2.1 Tutorial program
        2.1.1 Were steps taken to make English tutoring more effective?
            2.1.1.1 If taken, were the steps helpful?
        2.1.2 Were steps taken to make the Saturday program more interesting to students and more effective in meeting their needs?
            2.1.1.1 Did academic achievement improve? (PHBAO goal)
            2.1.1.2 What do students think the program needs to be more effective in meeting their needs?

    2.2 Summer program
        2.2.1 What evidence exists of the success of the summer program?
        2.2.2 Does self-esteem of participants improve? (PHBAO goal)
        2.2.3 What changes or improvements do students want in the summer program?

EVALUATION PLAN AND DESIGN

Success of Program - Status of 1982 Graduates

The ultimate criterion of success of Med-COR is the extent to which the program meets its major goal of having its students become qualified for and enroll in college and pursue a health-related career. Med-COR is successful if greater numbers of students than normal become qualified for and are accepted for college enrollment. Likewise, the major goal of PHBAO will be met if greater numbers than normal of inner-city students can take advantage of post graduate educational opportunities and improve their employment potential. If this happens, the consequences of racial isolation for those students have been substantially reduced. In 1982, therefore, as in previous years, a follow-up of the June graduates was planned to ascertain the current job or educational status of each one. Through the use of telephone and U.S. mail, an attempt was made to contact each graduate or the family of the graduate to obtain information about the graduate's college, college major, career goal, and employment status if not enrolled. Information thus obtained was to be compared with last year's findings as well as with the "normal" percentage of graduates from participating schools who apply for and are accepted by a college or university. The source of data for a measure of "normal" was to be the Follow-Up Study of the 1978 High School Graduates in the Los Angeles Unified School District, Report No. 376 conducted by the Research and Evaluation Branch of the District. This study is done at five year intervals. The data from the last study are now four years old, but, previous studies have not shown appreciable change in the average percent of graduates enrolling in college.

Data concerning the percentage of Med-COR graduates enrolled in a program leading to a health related career can be compared with similar data from last year's report. In addition, Report No. 376 contained some data about graduates on a District-wide basis that would be used for comparative purposes.

Success of Program - Status of 1979 Graduates

Although the percentage of Med-COR graduates that qualify for and enter college is a strong indicator of success or failure of the program, it would be desirable to also know how many students once enrolled in college remain enrolled until a degree is obtained or a career goal is reached. This kind of information is difficult to obtain because of the mobility of students in a large city and the difficulty of tracking students. It is not unusual in the Los Angeles District when studying average size classes, matched for student ability and and achievement, to have only two or three students still enrolled in each class after three semesters. Nevertheless, Med-COR makes a good effort to maintain records of students and to track their progress. As a consequence, staff attempted to acquire data regarding the current status of the 1979 graduates of Med-COR. The 1979 graduates were chosen because in June 1983 these students could be approaching graduation. To find out how many of this group were still in school pursuing a degree and/or career goal would be a good indicator of the lasting effect of the Med-COR experience. After graduation from college, the increased mobility of graduates caused by job pursuits and/or additional advanced education would increase the problems of tracking, hence the choice of the 1979 class rather than the 1978 or earlier class.

1982 Summer Program

The 1981 summer program was evaluated through interviews with hospital staff and Med-COR supervisory personnel. As these people evidenced considerable support for the program, it seemed as if it would be more profitable this year to spend time interviewing seniors and juniors who had been in Med-COR for some time and spent one or more summers at the hospital. Opinions of such students were solicited about their total experience in the summer program (what was good, what needed to be improved, and what suggestions they might have for improving the program). Experience with previous interviewing of individual students in 1981 proved to be difficult in terms of getting students to respond with more depth than just "yes" or "no" answers. The evaluator, in an attempt to overcome this difficulty, tried a group discussion/interview approach in the hope that a response of one student might trigger a response from another student that embraced a more thoughtful reaction to the program.

During the summer, some of the graduating seniors who had very low S.A.T. scores or who wished to improve their score before completing their application to college were tutored and then took the test again. Analysis of the before and after test results was made to ascertain whether or not the tutoring was helpful.

Success of the Program - Enrollment and Attendance

The Saturday program is designed primarily to help students overcome academic deficiencies. To be successful, this program needs a stable enrollment and good attendance by students. Based on recommendations of prior years' evaluations, staff has each year taken steps to improve both enrollment and attendance. As a result, numbers of students dropping out of the program have been reduced the last couple of years, and attendance has improved. During 1982, students who dropped out of the program were interviewed concerning their reasons for leaving the program. These data continued to be analyzed to ascertain the numbers dropping out and the main causes for students leaving the program. Attendance records continued to be analyzed so that the patterns might be monitored and compared to previous years.

Effectiveness of the Tutorial Program

The assistance given to students to help improve their academic performance is really the core of the Med-COR program. If it is not successful, all the motivation and interest generated by the rest of the program will come to no avail. The evaluation, therefore, continued in 1982 to monitor the extent to which growth in academic achievement of students occurred. In addition, new attempts were made to find out from students what aspects of instruction were most helpful and where changes needed to be made to improve the assistance given.

Changes in academic achievement were measured by the use of a pre-post mode of testing in each of the academic areas in which instruction was given. Junior high school students were grouped and taught separately from the senior high school students, and although in some areas the same test was used, all testing was done in separate groupings. Junior high school students were tested in reading, English skills, algebra, pre-algebra, geometry, introductory biology, and science. The senior high school students were tested in reading, English skills, Algebra I, Algebra II, geometry, trigonometry, calculus, biology, chemistry and physics. Although both groups were tested in reading, the results are not included in the evaluation as no direct teaching of reading was offered. Results in reading were used by staff as a clue to learning difficulties.

The initial testing was done in October. After the students were exposed to seven months of tutorial help, they were again tested using the same tests. For each subject, an average raw score was computed for the pre-test and for the post-test. The difference between the pre-test and post-test scores was obtained for each subject and considered to be a measure of change in the average level of academic skills of the Med-COR participants.

It should be recognized that these pre-post measurements of change in academic achievement will tell us if change is taking place, but not the significance of such change. Participants of Med-COR are recruited solely on the basis of interest and regardless of their current educational goals. Some students will be in college preparatory programs, and some will not. The tutorial program was designed to develop interest in science and mathematics as well as improve the skills of students in these areas. As a consequence, all tenth grade students are exposed to help in biology whether or not they are enrolled in a biology class in their home school. This is true in other grades and subjects as well. Students are grouped, however, on the basis of individual needs, and assignment to a particular group is flexible and based on progress made in classes in the home school, and in the Saturday sessions. It is not practical within the resources of this evaluation to control and analyze all the variables affecting the change in academic skill levels of participants. It is necessary to be content with measuring whether or not change occurred and hope that Med-COR was an important influence in bringing about change.

The tests used (with the exception of portions of the English test) were basically objective-referenced tests constructed by Med-COR staff and designed to test the knowledge and skills basic to each of the subject areas under consideration. The tests were reviewed by a panel of consultant teachers for comprehensiveness and appropriateness when originally developed in 1978. The tests were refined as a result of analysis and reviewed by the panel based on their use in the 1979-1980 school year. The number of items in each test were as follows:

Mathematics	
Basic Mathematics and Pre-Algebra	68
Algebra I	38
Algebra II	40
Geometry	25
Trigonometry	15
Calculus	15

Science	
Introductory Biology	35
Biology	50
Chemistry	50
Physics	17

Two standardized tests were used. One, the Nelson Reading test and the second, the Iowa Test of Basic Skills. The Nelson Reading test measures vocabulary and paragraph comprehension and it contains 75 items. The Iowa Test of Basic Skills contains 32 items and measures usage. The results in this evaluation are based primarily on the Iowa test.

A recommendation of the 1981-82 evaluation was that staff needed to take steps to improve instruction in English. Not only was the performance of students in this area less satisfactory than in others, but students interviewed were critical of the help given in these areas. Staff should be interviewed to identify actions taken to improve instruction in mathematics and English. Analysis of the test scores and comparisons with last year's progress will tell us if the instruction improved. In addition, student opinions should be solicited by group discussion and interview to ascertain if they feel the weakness in instruction still exists. Student opinion will also be solicited in an attempt to identify any new weaknesses in instruction and any suggestions to improve the program. Junior high school students will be group-interviewed separately from the senior high school students.

FINDINGS AND DISCUSSION

The full evaluation of Med-COR covers the period from the beginning of summer school in 1982 until the end of the school year in 1983. At midyear a preliminary report was published covering only the summer school experience of students in 1982 and a follow-up in the fall of the seniors who graduated in June, 1982. This final report not only covers all phases of the evaluation described in the previous section captioned "Evaluation Plan and Design," but also includes a follow-up analysis of the graduates of the class of 1979. This analysis of the class of 1979, although part of the evaluation plan, was not provided for in the evaluation questions because of the uncertainty about what information could be obtained.

Part I: Status of Graduates of Med-COR

Status of 1982 Graduates

Med-COR attempts, as its primary goal, to motivate and qualify students from inner-city schools to enter colleges and universities and pursue studies for an advanced degree preferably in health-related career area. Likewise, a primary goal of the Court-approved PHBAO component of the Los Angeles Unified School District's Master Plan for Integration is to alleviate the harms of racial isolation for those students who attend schools which will remain racially isolated. Pursuance of both these goals will have been advanced if a higher percentage of Med-COR graduates than their home school graduates pursue a college education. If this higher percentage of Med-COR graduates pursue a health-related career, the secondary aspect of the Med-COR goal will have been met. Efforts to contact the June, 1982 graduates were successful in 60 (90%) of the 67 possible cases. Details of the 60 responses may be found in Table III. Ninety-five percent of the respondents were enrolled in an institution of higher learning. This compares well with the 1980 class where 97% were similarly enrolled and the 1981 class where 94% were enrolled. Seventy-seven percent of the 1982 graduates were enrolled in a four-year college, and 18% were enrolled in a two-year college. When compared with the status of all graduates of participating high schools one year after graduation, these findings take on added significance. The overall average of college enrollment of all students who graduated in June, 1978 was only 58.69% (Table VI). Data concerning the 1978 graduates are the latest available concerning graduates of the participating high schools. These data appear to be reliable for such a comparison, however, because similar studies in 1973 and 1968 show only a slight deviation from the 1978 percentage. Med-COR students are accepted into the program primarily on the basis of interest, so it would appear unreasonable to expect the percentage of Med-COR graduates that enroll in college to differ appreciably from the percentage of all graduates that enroll in college unless the Med-COR experience made a difference.

Over 80% of the 1982 Med-COR graduates enrolled in college are pursuing a health related career (Table VIII). The latest district-wide data concerning graduates (June, 1978) indicate only about 27% of college enrolled graduates pursue a health-related career. Here again, because the Med-COR participants come from inner-city, racially isolated schools, one would not expect them to exceed the city-wide average unless the Med-COR experience made a difference by overcoming the effects of racial isolation and alleviating the harms of the environment. In addition, of the 13% of Med-COR graduates who have chosen a career and have chosen other than a health career, two plan to be in computers, two in business and one in language interpretation, all of which are careers that could relate to health.

Data concerning the college majors of the Med-COR graduates are displayed in Table VII. Thirty-seven percent of the students are majoring in biological science. An additional 11% are majoring in nursing.

The graduates of Med-COR in June, 1982 are enrolled in 29 different colleges and universities (Table V). Most are enrolled in four-year California institutions, but about 6.6% are enrolled out-of-State (Table IV).

TABLE III

EDUCATIONAL AND EMPLOYMENT STATUS OF MED-COR GRADUATES

Class of June 1982

STATUS	Number	Percent
Full-time student in a four-year college	46	77.0
Full-time student in a two-year college	11	18.0
Full-time student in a vocational/technical school	0	0.0
Part-or-full-time working only	2	3.3
Other	1	1.7

N = 60

TABLE IV

SCHOOL AND COLLEGE ENROLLMENT OF 1982 MED-COR GRADUATES

SCHOOL AND COLLEGES	Number	Percent
Four-year Colleges		
Calif. State Univ. Colleges	19	31.7
University of Calif. (All Campuses)	13	21.7
California Independent Colleges	10	16.7
Out-of-State Colleges	4	6.6
Total Four-Year Colleges	46	76.7
Community Colleges		
Los Angeles District Colleges	6	10.0
Other Community Colleges, Calif.	5	8.3
Out-of-State Community Colleges	0	0.0
Total Community Colleges	11	18.3

Total does not equal 100% of graduates. Five percent reported to be not currently attending school.

TABLE V

DETAILS OF ENROLLMENT OF FULL TIME STUDENTS IN SCHOOLS AND COLLEGES: MED-COR GRADUATES ONE YEAR AFTER GRADUATION

Class of June 1982

	NAMES OF SCHOOLS AND COLLEGES	Number
1.	California State University, Los Angeles	7
2.	University of California, Irvine	7
3.	University of Southern California	4
4.	Los Angeles City College	3
5.	University of California, Los Angeles	3
6.	California State University, Northridge	3
7.	California State University, Long Beach	2
8.	California State University, Pomona	2
9.	Claremont University	2
10.	East Los Angeles College	2
11.	Occidental College	2
12.	University of California, Santa Barbara	2
13.	University of California, San Diego	2
14.	Arizona State University	1
15.	Bryman Junior College	1
16.	California State Polytechnic University, San Luis Obispo	1
17.	California State University, Humbolt	1
18.	California State University, Fullerton	1
19.	El Camino College	1
20.	Fisk University	1
21.	LaVerne College	1
22.	Los Angeles Valley City College	1
23.	Loyola Marymount University	1
24.	Macalester College	1
25.	Pomona City College	1
26.	Smith College	1
27.	Southland College	1
28.	University of Alabama	1
29.	University of California, Riverside	1

N = 57

TABLE VI

COMPARISON OF EDUCATIONAL STATUS OF GRADUATES OF PARTICIPATING HIGH SCHOOLS AND MED-COR YEAR ONE AFTER GRADUATION

Class of June 1982

	Percent	
STATUS	Med-COR Graduates	Total Graduates from Participating Med-COR Schools
Four-Year College Students	76.7	38.5
Community College Students	18.3	20.2
Employed	2.0	41.3
Other	1.0	0.0

TABLE VII

COLLEGE MAJORS OF 1982 MED-COR GRADUATES

MAJOR	Number	Percent
Biology	21	37.0
Nursing	6	11.0
Computer Science	3	5.0
Chemistry	2	3.5
Engineering	2	3.5
Foreign Language	1	2.0
Medical Technology	1	2.0
Physics	1	2.0
Business	1	2.0
Animal Science	1	2.0
Science	1	2.0
Undeclared	17	30.0

N = 57

TABLE VIII

INTENDED CAREERS OF 1982 MED-COR GRADUATES

MAJOR	Number	Percent
Medical Doctor	31	54
Nurse	7	13
Engineer	3	5
Business	2	3
Computer Worker	2	3
Physical Therapist	2	3
Biologist	1	2
Biophysicist	1	2
Interpreter	1	2
Medical Technician	1	2
Optometrist	1	2
Pharmacist	1	2
Political Scientist	1	2
Veternarian	1	2
Undeclared	2	3

N = 57

Status of the 1979 Graduates

Members of the class that graduated from the Med-COR program in June of 1979 are now approaching the end of their fourth full year out of high school, and if enrolled in school full-time since graduation, will be scheduled to graduate in June of 1983. An attempt to acquire information about the current status of the 1979 Med-COR graduates was fairly successful considering the difficulty of tracking students once they leave the Med-COR program. Out of a total of 73 graduates it was possible to acquire information about 58 (79%). Information requested concerned each graduate's current educational or employment status, and if in school, the graduate's current class status and intended career goal.

Sixty-seven percent of the class of 1979 are still enrolled full-time in a four-year college. An additional 10% are enrolled full-time in a two-year college and 2% are enrolled in a vocational/technical school. A total of 77% of the 1979 graduates are still pursuing a college degree on a full-time basis. This does not include the 2% enrolled in a vocational/technical school which may receive a degree. Some of the students enrolled in a two-year college may have interrupted their education since 1979 because an additional 5% reported that they are enrolled part-time as a student and are employed part-time. Details of these data are displayed in Table IX.

Members of the class of 1979, if enrolled full-time since graduation, should now be in the senior class and preparing to graduate with a degree in June, 1983. Fifty percent of those enrolled full-time in school reported that they held class status as seniors. Twenty-eight percent reported themselves as juniors and 17% as sophomores. The remaining 4% percent were not sure of their class status. Class status information about the class of 1979 is summarized in Table X.

Forty-three percent of the students enrolled full-time in college are pursuing a career in medicine. An additional 13% are training to be nurses. Two percent are studying dentistry and 2% a medical/technical career. Combined, 60% of the students are studying for a career in a health-related field. The career goals of the 1979 Med-COR graduates now enrolled full-time in school are summarized in Table XI.

TABLE IX

EDUCATIONAL AND EMPLOYED STATUS OF MED-COR GRADUATES

Class of June 1979

STATUS	Number	Percent
Full-time student in a four-year college	39	67
Full-time student in a two-year college	6	10
Full-time student in a vocational/technical school	1	2
Part-time student and employed	3	5
Employed and not in school	5	9
Unemployed and not in school	3	5
Full-time military service	1	2

N = 58

TABLE X

CLASS STATUS OF COLLEGE-ENROLLED MED-COR GRADUATES

Class of June 1979

CLASS	Number	Percent
Senior	23	50
Junior	13	28
Sophomore	8	17
Uncertain	2	4

N = 46

TABLE XI

INTENDED CAREERS OF COLLEGE-ENROLLED MED-COR GRADUATES

Class of June 1979

N = 46

CAREER	Number	Percent
Medicine	20	43
Business	6	13
Nursing	6	13
Teaching	3	7
Pre-School	1	2
Criminal Justice	1	2
Dentistry	1	2
Government	1	2
Medical Technical	1	2
Undecided	6	13

N = 46

Part II: 1982-83 Evaluation

Summer Work/Study Program 1982

In previous evaluations it has been difficult to get students to be critical about any aspects of the Med-COR program or to offer suggestions about changes that should be made to improve the program. The three basic experiences in the summer program are varied and involve increasing amounts of responsibility to be assumed by students as they become more experienced. Nevertheless, this total experience must, by necessity, remain somewhat limited in scope and cannot cover all to which a potential health career student might want to be exposed. It is also inconceivable that all of these rather varied summer assignments would go smoothly and successfully with all participants and that no critical reactions would result. However, in past evaluations, whether formal questionnaires or individual interviews have been used as a source of information, the reaction of students to all but a very few areas of the total Med-COR program has been highly supportive. In the individual interviews, no amount of probing seemed to induce a more critical reaction to any aspect of the program. This year in an effort to overcome the reluctance of students to look at the program critically, it was decided to try a group discussion/interview in soliciting student opinions about both the Saturday program and the summer program. The reasoning behind this approach was that if students met as a group, hearing responses of colleagues might trigger responses from other students. As it turned out, the primary problem of a group approach was to make sure that the discussion was not monopolized by just a few students. The interview questions were structured, but whenever discussion ventured outside the structure, such digression was allowed.

The 143 eleventh and twelfth grade students enrolled this year could have experienced at least one summer program. Fourteen students were chosen representing almost 10% of potentially eligible. Students were chosen as they came from morning classes on a chance basis until the group was composed of seven eleventh graders and seven twelfth graders, seven boys and seven girls. Eleven of the total had been in two summer sessions, and three had been in one summer session.

The interview/discussion was stimulated by the evaluator asking seven questions. Answers and discussion were not confined or limited to those questions. The evaluator has tried to paraphrase and summarize responses in each of the seven question areas, but, where possible, students' own words are used. Where appropriate, a verbatim quotation of a student that typified the discussion is included.

Question: "What was the best thing that happened to you during your summer school hospital experience?"

Students felt that in general the "best thing" was experiencing the hospital with all its activities and working with the professionally trained staff. Practically all had never been in a hospital before their first assignment. They felt that going to a hospital as a participant in its work is an absolutely new experience--something for which you are not trained--and when you realize you are doing something really important with others depending on you, it is a very exhilarating experience. Sometimes the experience was shocking (i.e., when you watch a person while doctors and nurses try to save him but he dies). Sometimes the experience is frightening such as when a man had a seizure and the student had to help subdue him until a doctor or nurse could take over. All of these experiences and the opportunity to do many important things in a hospital help one find out that he or she can be successful and do something important in life. As one student put it, "You get to deal with all kinds of people and all kinds of problems, and this helps you learn how to deal with other problems in your life."

Question: "Would you have pursued a health-related career if you had not had the summer experience? Or did some of the summer experience make you doubt whether or not you should pursue a health-related career?"

All of the students seemed considerably influenced by their summer experience. Almost all liked some of the experiences better than others. Interests, personality, and the nature of the individual students seemed to influence how they liked an assignment rather than how the assignment went. For instance, some who felt comfortable working with psychiatric patients did not like working in surgery and vice versa. No doubt, the fact that some were more people oriented and communicative made a difference in how they responded to an assignment. Some in this regard did discover, if not what their career choice would be, what their career choice would not be. One found she did not want to be a nurse, that the work was "boring and a drudgery." As one student said, "The work--you discover if you like it. The long hours are O.K. if you like it."

Question: "What, if anything, did the experience do for your self-confidence?
-For instance how you feel about facing life and choosing a career?
-Or did you ever feel unequal to the tasks assigned you?"

Most students felt, especially in the beginning, that some of the experiences were "scary" and they didn't know if they could measure up. After a period of time, however, they began to see that they could be successful and that patients, nurses, and doctors respected them for the help they could give. Experiencing the death of a patient or a cancer patient in real pain took a lot of getting used to, but even in their frightening experiences, with time, confidence seemed to grow. Also, repetition of some tasks brought self-confidence and the ability to see the job through. For instance, one student told how the nurse she was working with had to clean a cancer patient. The nurse had an asthma attack and asked the student to take over for a few minutes. The student found the work too "nasty" and had to leave. In her second year, the student had a similar assignment and found she could assist with little or no revulsion. One student explained a similar instance of assisting with the delivery of a baby. The second time around she found it all much easier. One student was given responsibility to bathe a baby.

At first it seemed an impossible responsibility even with the nurse close at hand. The mother of the baby approved, however, and gave encouragement, and this made it much easier for the student. All interviewees seemed to think that the most frightening aspects of any of these experiences was that the experience was new and they found that by experiencing the "new," one grows in self-confidence and in the ability to handle such an experience the next time. One student gave as an example helping a doctor with a patient's gun shot wounds. "Digging for the shot and helping the doctor with skin transplants seemed impossible at first, but after it was over and the satisfaction of having done a good job and having helped someone comes to you, you really realize you could do it again, and it would be much easier."

Question: "What would have made the summer experience better?"

This was an example of a question requiring some qualitative judgement, and it was difficult to get a direct response. Participants indicated that that some days they did things that really seemed important and on other days it all seemed extremely routine. Students said they felt like part of the staff because the nurses and doctors "relied on us." They were given more responsible jobs as time went by and as they proved themselves dependable. These are all things that students thought were good but they had difficulty thinking about what would make the experience even better. They did mention some additional areas in which they would have liked to have worked such as in doing autopsies or working with specialists in neurology or orthopedics.

Question: "Was the experience wide and varied enough to help you know what career to follow?"

General discussion of an answer to this question seemed mixed. Most seemed to think the answer was yes--that they had a well-rounded experience combining such things as working with people in the psychiatric ward, with working in emergency, or in some aspects of surgery. Nevertheless, as students listened to the discussion and thought about it a bit, some areas of activity surfaced where they thought it would be nice to have had additional exposure. For instance, although students were exposed to minor surgery and actually assisted in some ways in such cases, they maintained that they did not get to witness any serious operations. The use of a glass enclosure where they could watch but not be in the way would be, in their opinion, a good experience. Students also mentioned areas where they might have liked some experience if it were offered. Some of the areas mentioned were pediatrics, obstetrics, and experience in dealing with pulmonary diseases. Students realized that there was not time for them to get experience in all areas, but it was obvious from their discussion that some had special interests and not always did they get to pursue those special interests.

Six out of eleven students who had experienced two summers at the hospital stated that they received enough experience to make a decision about what career they would pursue. It should be recognized that the conclusion of high school may be a bit early in one's educational experience to make a permanent career decision, but it is encouraging in terms of the Med-COR goals to know that the hospital experience helps participants to decide whether or not to go into the general area of health career preparation. By the time they enroll in college, a large percentage of the students do as a result of the experience opt for the health related career.

Question: "What were some of the things staff did that caused you to feel useful?"

It seemed difficult for students to think of specifics to answer this question. All felt that it was the way they were treated in general that made them feel needed and a part of the group. They said each experience was different and each staff member they worked with was different, but that in most cases the staff had patience and understanding. The two who had worked in the mental ward said patience and understanding were particularly important there. As one said, "It is so different that you need time to feel comfortable with the patients and to get to know them and they to know you. If the nurses and doctors didn't give you time and encouragement, many of us would have been scared off." Several of the students indicated that one just knows that he or she is being useful by the nature of the tasks assigned. If the student is dependable, more important responsibilities are assigned and you can't help but know you are a part of the team and, therefore, useful and important.

Question: "What aspects of the experience did you like the least?"

In responding to this question, students seemed reluctant to say anything negative or critical. They thought all tasks that were assigned were important. In the first summer of hospital experience, much time is spent by students doing such tasks as seeing that water containers of patients are filled, answering telephones, completing transfer papers for patients, cleaning up after patients leave a room and taking vital signs of patients and recording such information on charts. This work, hour after hour, and for several days, can get boring and uninteresting for persons working in a hospital. Nevertheless, the most negative things students would say about such tasks is that "much of hospital work is routine and repetitious, but it is not boring."

As in individual interviews conducted in previous years, students were able to react in a quantitative way but had difficulty expressing qualitative opinions. They could easily describe the things they did in the summer assignment but only in an indirect way tell whether those experiences were meaningful or could be made better. In previous years having interviewed students who had graduated from Med-COR, had gone on to college, and then returned, the evaluator feels that analytical student reaction to Med-COR comes after the students have left the program two or more years. Students who are in the program appear to be influenced more by incidents with the people they work with at the hospital. Also, their reactions appear to be more to the total experience in a general way than to any particular specifics of the program.

The summer program continues to function at about one-third potential. It remains limited to senior high school students and in 1982 involved about 100 students. Limitations of summer school enrollment are mostly related to the fact that students, to be eligible, must qualify for the Youth Employment Program. Because of a poverty requirement, about 100 of the senior high school students enrolled in Med-COR qualify and 135 do not. If additional funds for youth employment were available, it is the opinion of staff that additional hospitals could be induced to participate, and that most of the students age 14 and older would be able to participate.

Previous evaluations have shown the summer program to be one of the most interesting, stimulating, and motivating parts of Med-COR in the opinion of students. It is through working with the professional staff and patients and being accepted as a valuable asset to the professional health team that students feel they gain self-confidence and improved self-esteem. It is, therefore, important that ways and means be found to financially support those students who do not qualify for SYEP but are otherwise qualified.

Scholastic Aptitude Test

As part of the program to help students to become qualified for acceptance into college, students entering the 12th grade are tutored during the summer to improve SAT scores. Students entering the 11th grade, who worked the previous summer and who request tutoring, are also tutored on the SAT. During the summer of 1982, 28 students who had previously taken the S.A.T. to qualify for college acceptance and who wished to improve their scores before applying to college were tutored. Tutoring was provided in the two main areas of the test, mathematics and written language facility. After tutoring, these students, prior to the opening of school in September, again took the test. A pre-post performance score on the S.A.T. was, therefore, obtained for the 28 participants. All the scores were averaged and gains computed for each of the two sections. The results of this analysis are displayed in Table XII. Participants in the tutoring improved their scores in mathematics by an average of 40 points. They improved their scores in English by an average of 50 points. The average improvement in total score was 90 points. Twenty of the 28 students improved their score in English, and 19 in mathematics. Seventeen of the 28 students improved their scores in both English and mathematics.

TABLE XII

S.A.T. SCORE CHANGE

N = 28 Participants

	Average Scaled Scores		
TEST	June Pre-Test Score	August Post-Test Score	Pre-Post Test Differences
Verbal	270	320	+50
Math	390	430	+40
TOTAL	660	750	+90

NOTE. 1982 S.A.T. mean score results

	Verbal	Math
National	426	467
California	425	474

Saturday Tutorial Program

1982-83 Program Changes. A number of aspects of the Saturday program were conducted differently during the 1982-83 school year compared with previous years. Some of these changes were the result of staff efforts to improve weaker aspects of the program which were illuminated by evaluation. Other changes related more to changing conditions to which staff had to adapt and adjust. An example of the latter concerned science laboratories which were a positive addition in 1981-82. In 1981-82, biology laboratories were provided all year and chemistry laboratories were provided only during the spring semester. This year the university found it necessary to move some of the science buildings. As a consequence, both biology and chemistry labs were provided only during the spring semester.

To improve the instructional program, staff required lesson plans for all tutors and these plans were reviewed and structured by staff to provide more uniformity in the instruction offered all students. To motivate and assist students, two new provisions were made. All students were given 2.5 units of credit toward graduation if they attended the Saturday program with the minimum allowed number of absences. In addition, cluster meetings of Med-COR participants were scheduled in all senior high schools. Both staff and counselors were present at these meetings to help students identify and solve their academic and personal problems. The attendance policy, initiated in 1981-82 involving penalties for unapproved absence and vigorous follow-up contact with each student's home regarding all absences, was continued.

Holding Power. With the inclusion of junior high school students in the Med-COR program and the increased emphasis in recruitment at the junior high school level rather than the senior high level, staff hoped that greater stability of enrollment in the program would ensue. About the same percentage of students has continued to leave the program, however. In 1981-82 55 (15%) of those students enrolled in October left the program and in 1982-83 66 (18%) left the program. The percentage of students leaving the program during these last two years is slightly less than that of previous years. Staff efforts to refine the screening process used to select candidates may account for this slight reduction in the percentage of drop-outs.

As in previous years, attempts were made to contact those who left the program to ascertain the reasons for their leaving. The main reason for leaving the program continues to be other competing interests on Saturday. Fifteen (23%) of the 66 total leavers gave this as the reason for leaving. In addition, four left because they had to work on Saturday. Thus, a total of 19 (29%) of the leavers had something besides Med-COR that they preferred or had to do on Saturday. Eleven of the total stated that they were bored or had lost interest in the program. Ten listed reasons that were beyond their control, for example five were sick or injured, four had moved or changed schools and one had no transportation. Staff was unable to contact 12 of the leavers and seven who were contacted were unable to state a reason.

The details of the responses of students about why they left the program are contained in Table XIII.

Forty-three of the students contacted responded to questions about their future intentions in regard to schooling. Forty-one of the 43 stated that they still intend to attend college. Also, 41 stated that they had chosen a career goal and most of these were health-related career goals. It is difficult to state with certainty what influence Med-COR may have had on students making a decision to attend college or select a career but it is clear that an unusually large portion of those who left the program have retained their goals in regard to college and career.

Attendance. Although attendance of students at the Saturday program steadily declined during the 1982-83 school year, as it has in previous years, the average percentage of total enrollment attending was higher in every month except May than it was in 1981-82. The highest average monthly attendance was 84.15% in September and declined to a low of 50.9% in May. Staff efforts to improve attendance have produced positive results in each of the last three years. Records of 1981-82 and 1982-83 attendance at the Saturday program of Med-COR are displayed in Table XIV.

TABLE XIII

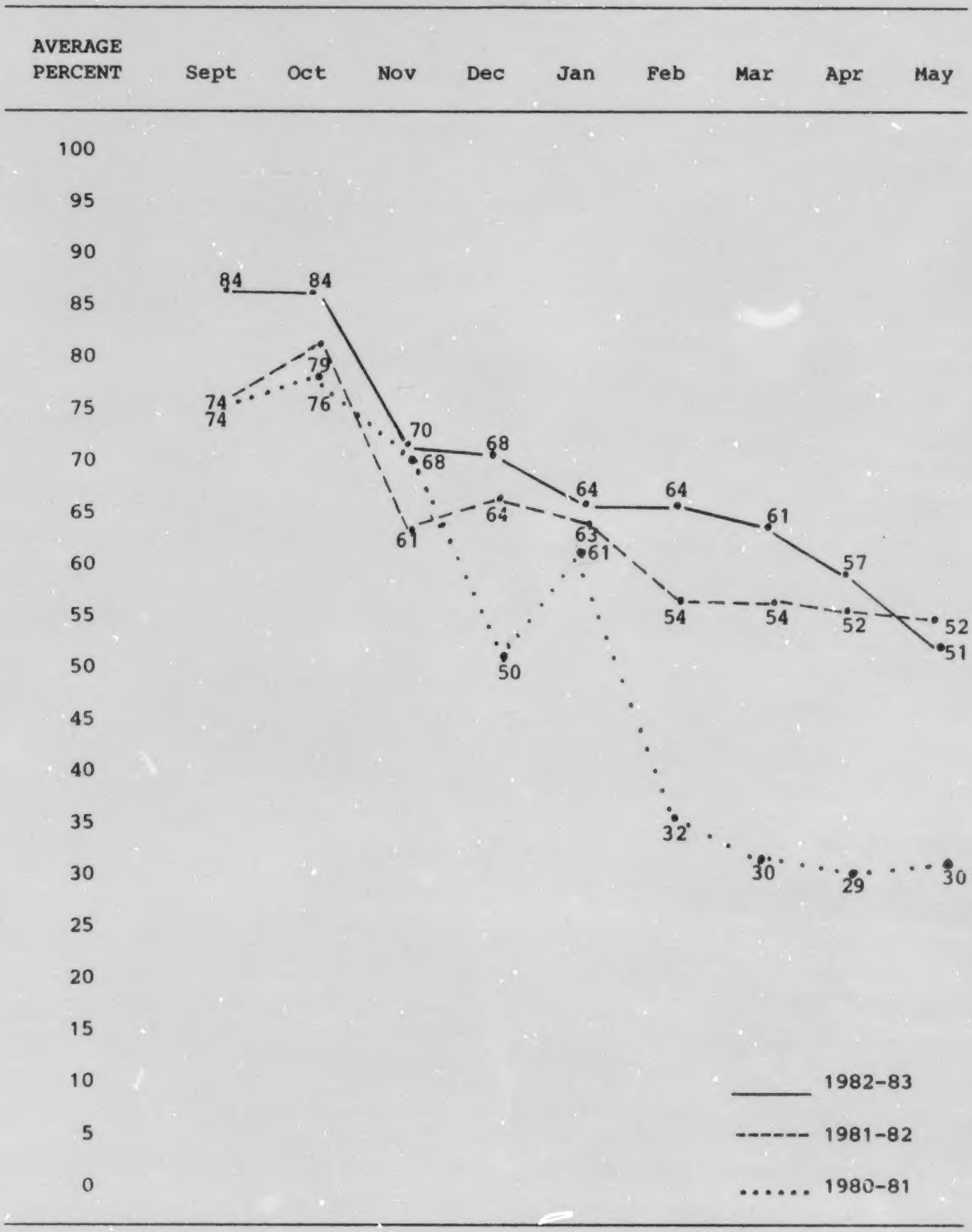
REASONS FOR STUDENTS LEAVING MED-COR

REASON	Number	Percent
1. Other competing activities	15	23
2. Bored with or no longer interested in program	11	17
3. Breakdown in communication with program	6	9
4. Sick, injured, or had surgery	5	8
5. Had to work on Saturday	4	6
6. Moved or changed school	4	6
7. No transportation	1	1
8. Family problems	1	1
9. Contacted but no reason given for leaving	7	11
10. Unable to contact	12	18

N = 66

TABLE XIV

STUDENT ATTENDANCE AT SATURDAY PROGRAM



Pre/Post Testing - Academic Skills. As in previous years, evidence of change in academic achievement resulting from the Saturday program of instruction, was gathered through testing on a pre/post basis. Junior high school students were tested in English skills, two areas of science and in three areas of mathematics. Senior high school students were tested in English skills, in three areas of science, and in three areas of mathematics. Although some senior high school students received instruction in trigonometry and calculus, insufficient numbers of students were tested both pre and post to make results meaningful.

Junior High. Besides English skills, junior high school students were tested in pre-algebra, algebra, geometry, general science, and introductory biology. Normally, geometry and introductory biology is not offered in junior high school except where special programs for advanced students are scheduled.

Means were computed for each pre and post test group in each subject. The number of students tested in each pre and post instance is recorded in the table of data for each subject and group. Inspection of the numbers in each test group shows that this year there was a serious decline in the numbers tested from pre to post in most subject areas. This variation in number tested from pre to post makes it difficult if not impossible to know whether any gains registered are attributable to instruction or to the less capable students absent during the post test. The evaluator found it impractical to subject the test scores to a different treatment and recommends caution in interpreting any gains registered to be a difect result of instruction.

Results of the testing in English skills are displayed in Table XV. As a group, the junior high school students gained an average of 4.04 points, only a 10% mean gain.

In mathematics the test results are summarized in Table XVI. Junior high students registered a gain of 9.62 points in pre-algebra, a 20% mean gain. In algebra, a 21.19 point gain resulted which is a 139% mean gain. In geometry, the class that junior high school students would not normally take, participants in the junior high level of Med-COR realized a 27.69 point or 228% mean gain.

In the two areas of science, the junior high students showed minimal gain. Results are shown in Table XVII. In general science they registered a 3.36 point gain or 7%. In introductory biology, they did only slightly better, showing a 4.49 point or 11% mean gain.

Senior High. Besides English skills, senior high school students were tested in Algebra I, Algebra II, geometry, biology, and chemistry in sufficient numbers to produce meaningful results.

TABLE XV

TEST RESULTS, ENGLISH

Junior High

SUBJECT	No. Students Tested Pre/Post	Pre-Test Mean	Post-Test Mean	Diff.	Percent Mean Gain
English Skills	145/79	41.30	45.34	4.04	10

TABLE XVI

TEST RESULTS, MATHEMATICS

Junior High

SUBJECT	No. Students Tested Pre/Post	Pre-Test Mean	Post-Test Mean	Diff.	Percent Mean Gain
Pre-Algebra	53/48	48.15	57.77	9.62	20
Algebra	49/25	15.29	36.48	21.19	139
Geometry	18/7	12.17	39.86	27.69	228

TABLE XVII

TEST RESULTS, SCIENCE

Junior High

SUBJECT	No. Students Tested Pre/Post	Pre-Test Mean	Post-Test Mean	Diff.	Percent Mean Gain
Introductory Biology	81/45	43.47	46.73	3.36	7
General Science	59/44	39.49	43.98	4.49	11

As with the junior high group, the senior high students did not show appreciable change in knowledge of English skills. Results are displayed in Table XVIII. Only a gain of 3.16 points 7% was registered.

In mathematics, the test results are displayed in Table XIX. Senior high school students showed a change of 10.94 points in Algebra I which is an 81% gain. In Algebra II, they registered a 29.53 point or 146% gain. In geometry, the average difference between pre- and post-test was 20.62 points, a 175% gain. The senior high school group did better in mathematics than in science or English.

In the areas of science, the senior high group made moderate gains. The results of the testing in science are summarized in Table XX. In biology, they registered a 15.60 point or 50% gain. In chemistry, the testing showed a 18.48 point or 66% gain. Too few students post-tested in physics to make the results reliable.

TABLE XVIII

TEST RESULTS, ENGLISH

Senior High

SUBJECT	No. Students Tested Pre/Post	Pre-Test Mean	Post-Test Mean	Diff.	Percent Mean Gain
English Skills	227/99	46.44	49.60	3.16	7

TABLE XIX

TEST RESULTS, MATHEMATICS

Senior High

SUBJECT	No. Students Tested Pre/Post	Pre-Test Mean	Post-Test Mean	Diff.	Percent Mean Gain
Algebra I	46/27	13.5	24.44	10.94	81
Algebra II	50/33	20.2	49.73	29.53	146
Geometry	67/34	11.79	32.41	20.62	175

TABLE XX

TEST RESULTS, SCIENCE

Senior High

SUBJECT	No. Students Tested Pre/Post	Pre-Test Mean	Post-Test Mean	Diff.	Percent Mean Gain
Biology	119/56	30.90	46.50	15.60	50
Chemistry	82/37	28.20	46.68	18.48	66
Physics	17/2	6.99	37		

Saturday Program - Student Opinion. Toward the close of the spring semester of 1982-83, a structured sample of junior high school students and a similar group of senior high school students was interviewed concerning the Saturday program. The purpose of the interviews was to illicit feedback from the students about how successful the Saturday program was in meeting their instructional needs. At the least it was hoped that any weaknesses in the various aspects of the class work and tutoring could be identified so that they could be eliminated and the program improved.

Senior High. Representatives for the senior high school group of interviewees were chosen as they became available during the mid-morning break. Although choices were made on a random basis, the group was structured to contain representatives of grades 10, 11, and 12 and both males and females. A total of twenty-six members or 11% of the total senior high school enrollment made up the sample. Eleven of the representatives were male and fourteen were female. Nine were from grade ten, eleven from grade eleven and six from grade twelve.

The group interview was conducted by the evaluator in a similar fashion to that conducted in the fall regarding the summer program. At this session, which included seniors, participants seemed fairly willing to express their opinions. The evaluator asked three basic questions to stimulate discussion. Answers and discussion were not confined or limited to those questions, but the group was told of the general purpose of the interview. In this report, the evaluator has tried to paraphrase and summarize responses in each of the question areas, but where appropriate and if representative, a student's own words are used. If appropriate, a verbatim quotation of a student that typified the discussion response is used.

Question: "Was the tutoring you received this year helpful? If so in what way?"

English. About 70% of the students thought that instruction in English was "too basic." They said that the content of the instruction was "common knowledge." Further questioning revealed that these students felt that teaching pure grammar without opportunity to apply this knowledge in some kind of writing or practical practice was not as helpful as it might be. Apparently some students did receive grammar instruction through the medium of essay writing but the majority did not. In addition, there seems to be inconsistency in the content of English classes despite staff efforts to the contrary. The members of one class reported that during the year they had three different tutors. The first tutor taught grammar by assigning and evaluating essays. The second tutor discontinued the writing of essays and taught grammar through exercises and explanation. The third concentrated on spelling to the exclusion of other aspects of grammar. This variation students thought not desirable. Some of the students had positive feelings about the straight grammar instruction, however, stating that the review of common grammar helped bring back learning that they had forgotten. Students also felt that their needs in grammar differ considerably from one individual to another. They felt that individual needs should be diagnosed by use of a test or essay analysis and then help given on a more individualized basis.

Mathematics. In mathematics, about 90% of the interviewees felt that the instruction was meeting their needs. Nevertheless, some concern was expressed that the mathematics instruction often was not planned. Students realize that with their multiplicity of needs there cannot be much structure, but their feeling is that what is taught at Med-COR needs to be more relevant to what is being taught in the home school. If there was some way that Med-COR could relate the Saturday instruction to a review of what was being taught in the home school classes, they feel there would be benefit. The grouping of students into classes in accordance with their individual needs is viewed as good, but in the opinion of students there needs to be more opportunity for questions and review.

Science. Although interest in science seemed high among the interviewees, they seemed more critical of how science classes are provided than was the case with mathematics. Students stated that the biology and chemistry laboratory experience is limited and that all do not receive the advantage of this experience. Some students have lab experience in their home school and some do not. It is apparently possible for one student to get lab experience in both his home school and at Med-COR and for another not to receive either opportunity. In the eyes of some students this is a serious imbalance of opportunity. As one biology student put it, "The Med-COR class is ahead of what I am doing in my home school and I have to operate on my own with no lab." There was some feeling that the biology classes were not as helpful as they might be if they were supplementing home school instruction with laboratory experience. Some students were critical of instruction in physics because the instruction was not moving beyond what was received in the home school. Most felt that the instruction in chemistry was fairly helpful because of the grouping of students in accordance with instructional needs and the opportunity for lab experience. Also, in chemistry, students mentioned the advantages of tutoring rooms for those in need of review and for those who wished to go ahead.

Question: "How helpful was the laboratory experience this year? Did the scheduling of both chemistry and biology laboratories in the spring offer any disadvantages?"

Most of the students that received lab experience were very positive about the value of the experience. Their only criticism was that there was not enough lab experience provided or that the experience was not provided for all. No physics labs were provided, nor did any student report that his or her home school provided a physics lab. No one thought that the scheduling of labs only in the spring because of the University building problems offered any problem in itself.

Question: "Which of your Saturday classes was the most interesting?"

In the opinion of the senior high school students the most interesting class in the Saturday Med-COR program was mathematics and the least interesting was English. Forty-two percent responded that mathematics was the most interesting, 37% liked science best and only 2% reported English as their most interesting class. These results are similar to those reported in previous years with mathematics and science being rather comparable in interest to students and English not so interesting.

Junior High. The junior high sample group was chosen in the same manner as the senior high group previously described. Again, the group was structured to contain a representation of the total enrollment in terms of male, female and grades eight and nine. A total of 19 members or 13% of the total junior high enrollment made up the sample. Nine of the members were from grade eight and 10 from grade nine. Eleven were female and eight male. The interview/discussion was conducted in the same manner with the junior high school group as it was with the senior high school group, although one of the questions posed to the group was different. Responses from the group were mostly brief and it was difficult to get participants to give much detail or to back up their answers with examples.

Question: "Was the tutoring you received this year helpful? If so, in what way?"

English. Most of the interviewees thought that instruction in English had been helpful. They stated that help in grammar serves to supplement the instruction they received in their home school. They approve of the three group separation of students in accordance with their individual needs. There were some students who were critical of the English instruction, feeling that "so much grammar can be boring." Two of the participants thought that they were not challenged in the English classes and that "the same old stuff was being reviewed."

Mathematics. There seemed to be considerable support among the junior high students for the help they received in mathematics. They indicated that in most home school mathematics classes they had taken the teachers just explained a math process and then you were expected to understand how to do the problems. In Med-COR the students said there is more time for individual help and time to ask questions and go over a problem a second time. Eighty-six percent of the interviewees said they felt this way about mathematics instruction at Med-COR.

Science. In general, students at the junior high level felt that they received good help in their Med-COR science classes. They did complain about not having any laboratory experience and that there was too much lecture and not enough discussion. When asked to evaluate the Med-COR instruction in comparison with that received in their home school, however, the students admitted that in Med-COR teachers took more time to explain, the classes were smaller and there was more individual help and tutoring help. Also, most felt that the science class instruction was directed more to careers than that received in their home school.

Question: "What would you like to see changed in the instruction you are provided in Med-COR"?

English. Junior high students had a variety of answers for this question and it was difficult to ascertain the extent of support there was for any one response. Most seemed to support the idea that classes in English tend to be uninteresting and need to be made more interesting and fun by instituting games or some form of participation. A variety of approaches was suggested including more oral work, more opportunity for communication between student and teacher by oral review of essays. Some felt the content of the English curriculum needs to be challenging. One thought the answer for improvement was to use computers to teach grammar and spelling. It seems to this evaluator that what these students were trying to say is what we have long known in education but seldom put into practice--that students learn best when they are actively involved in the teaching/learning situation.

Mathematics. A common complaint or suggestion for change in the area of mathematics instruction was that more time was needed. Students feel they need more time for explanation, asking questions, review of a problem process, etc. They feel that in the Med-COR classes there is more opportunity to ask questions but that this opportunity is still inadequate. There was some support for the idea of having more activities that would make the mathematics instruction more practical. Students feel they need to see why the ability to solve a certain kind of problem has a practical value to them in the career they might follow. As in English, there were a couple of students who felt that the instruction was too easy, that it was not sufficiently challenging for them, and a couple who thought the teachers were "so boring."

Science. Suggestion for improvement of instruction in science followed those given in the other instructional areas. Students want laboratory experience at the junior high level. They feel there is too much lecture and not enough participation on the part of the students. As one student put it, "Any activity would help--there is too much writing on the board." Specific suggestions for increasing student activity besides the provision of laboratory included possible field trips, more discussion in class and the relating of science instruction to the student's individual career interest.

Question: "Which of your Saturday classes was the most interesting?"

The junior high school response to this question was similar to the senior high school student response. English classes were the least interesting. Science classes were the most interesting. Seventy-four percent of the students said science classes were the most interesting, 26% liked mathematics best and none liked English best.

SUMMARY OF FINDINGS

Status of 1982 Graduates

1. Ninety-five percent of the June 1982 graduates are enrolled in an institution of higher learning.

2. Seventy-seven percent are enrolled in four-year colleges, and 18% are enrolled in two-year colleges.

3. Ninety-seven percent of the graduates who are enrolled in college have decided on a career.

4. Eighty-four percent of those who have decided on a career have chosen a health-related career.

5. Of the 13% who have not chosen a health career, two plan to be in computers, two in business, and one in language interpretation, all of which could relate to health.

6. A 1982 Med-COR graduate's chances of enrolling in college were much better than that of graduates of participating schools (95% compared to 58.6%).

7. A higher percentage of Med-COR graduates enrolled in four-year colleges than graduates of participating schools (76.7% compared to 38.5%).

8. Almost half of the 1982 graduates who are pursuing college degrees are majoring in biology (37%) or nursing (11%).

Status of 1979 Graduates

1. Seventy-seven percent of the 1979 graduates of Med-COR are still enrolled full-time in college.

2. Sixty-seven percent are enrolled in a four-year college and an additional 10% are enrolled in a two-year college.

3. Fifty percent of those enrolled full-time in school reported that they held class status as seniors, 28% as juniors and 17% as sophomores.

4. Sixty percent of the students enrolled full-time in college are pursuing a health-related career.

Summer Program 1982

Hospital Experience

1. Participants thought the best thing that happened to them in the summer experience was to discover that they could take on a new task and be successful and useful.

2. As a result of the experiences in the hospital, students developed self-confidence and a belief that they could do something important in life.

3. Eighty-six percent of students interviewed, who had experienced two summers of hospital work, said that as a result of the experience they decided on a career.

4. Along with discovering career areas of interest, many students discovered areas in which they decidedly did not want to work.

5. Self-confidence grew slowly as revulsion for certain activities diminished with experience and with success as a result of staff encouragement, patience, and understanding.

6. Participants had few suggestions for improving the summer program, but they mentioned several areas of personal interest where they would have liked more experience if it were offered.

7. Most students thought their assigned activities were wide and varied enough to help them make a career choice.

8. Students were complimentary about the role played by doctors, nurses, and patients in making their experience successful and in helping them feel needed and useful.

9. Participants have difficulty analyzing their hospital experience critically. They react to their summer experience in mostly quantitative terms and little in qualitative judgments. There was little about the summer experience that they think not worthwhile.

10. The summer program in 1982 involved less than 30% of the total number of students enrolled in Med-COR.

11. Enrollment is currently limited to senior high school students who qualify for the Youth Employment Program.

S.A.T. Improvement Program

1. The average improvement in mathematics was 40 points.

2. Twenty of the 28 students improved their scores in English.

3. The average S.A.T. scaled English score improved 50 points.

4. Nineteen of the 28 students improved their scores in mathematics.

5. Seventeen of the 28 students improved their scores in both subjects.

Saturday Tutorial Program

Holding Power

1. Most participants who leave the Med-COR program do so because of other interests or responsibilities they have on Saturday.

2. Most participants who left the program in 1982-83 still intend to attend college and pursue a health related career.

Attendance

1. Staff efforts to improve attendance were successful in 1982-83.
2. Attendance was not only greater than in the two previous years, but it was also more stable.

Test Results

1. Both junior high school and senior high students failed to show much change in their ability to use English language skills. Each of the groups registered only a 7% mean gain.
2. The senior high school group registered their greatest gains in mathematics. In Algebra I the group had an 81% mean gain, in Algebra II a 146% mean gain, and in geometry a 175% mean gain.
3. Junior high school students also did well in mathematics, showing gains of 20% in pre-algebra, 139% in algebra and 228% in geometry.
4. In science, the senior high school group made moderate gains of 50% in biology and 66% in chemistry.
5. The junior high school group accomplished very little change in science, exhibiting a 7% mean gain in introductory biology, and an 11% mean gain in general science.

Student Opinion - Senior High

1. Senior high school students, when interviewed, stated that instruction in English skills would be more helpful if taught through practical use of the skills in writing and speech.
2. The students reported that instruction in English skills varies considerably in content and method from one instructor to another.
3. In mathematics, most senior high school students felt that the instruction they received was meeting their needs.
4. Interest in science was high among the senior high school interviewees, but they thought that unequal opportunity is available to all students to receive laboratory experience in biology and chemistry.
5. Students that did receive laboratory experience were very positive about the value of the experience.
6. Senior high school students thought that mathematics was the most interesting Saturday class and English the least interesting.

Student Opinion - Junior High

1. Most junior high school interviewees thought that instruction they received in English skills was helpful.

2. The students approve of the three group separation of students in accordance with their individual needs.

3. Students would like to see games, oral reviews, or essays used in English instruction to give them more opportunity for active participation in the learning process.

4. Junior high school students were pleased with the help they received in mathematics. They felt that compared to their home school instruction, Med-COR offers more opportunity to ask questions and review a problem a second time.

5. They would like to have even more time available for explanation, asking questions and review.

6. Junior high school students liked the help received in science, but would prefer less lecture and more laboratory and discussion opportunity.

7. Junior high students thought Med-COR science classes the most interesting and English classes the least interesting.

CONCLUSIONS

The following conclusions can be drawn from the findings of this part of the 1982-83 evaluation:

1. The Med-COR program is meeting its major goal of helping students to become qualified for and to be accepted by colleges and universities.

2. The Med-COR program is meeting the following three specific goals of the Court approved PHBAO programs: (1) providing students an opportunity to improve self-esteem, (2) improving levels of academic achievement, and (3) increasing access to post-graduate educational and employment opportunities.

3. The Med-COR program is successful in motivating participants to prepare for health-related careers.

4. The extraordinary and consistent success of Med-COR graduates in qualifying for and pursuing advanced education is ample evidence that the program is doing much to reduce and ultimately to remove the consequences of racial isolation.

5. The high percentage of students still enrolled in college four years after graduation from Med-COR (1979) is evidence of the lasting positive effect

of the Med-COR experience.

6. The percentage of students enrolled in college four years after graduation from Med-COR and holding class status as juniors (28%) and sophomores (17%) is indicative that Med-COR graduates whose academic and career goal pursuits are temporarily interrupted continue to pursue those goals.

7. Both test results and student opinion point to the need for change in the way English instruction is now provided if satisfactory student academic gain is to result.

8. Med-COR students recognize the value of being more actively involved in the educational process if maximum learning is to result.

RECOMMENDATIONS

1. Since the summer program is a vital and necessary experience through which the Med-COR program can reach its goals, the opportunities to participate should be expanded and made available to a much larger portion of those enrolled. The primary restriction to greater participation remains the limited paid work experience opportunity. Sponsoring agencies should, therefore, jointly explore sources of non-governmental funds to broaden the paid work experience opportunity for students above the poverty line, which is the criteria for SYEP employment.

2. Staff should explore ways of more actively involving students in the educational process. This is most needed in the subject area of English but is seen by students as a lack in most classes. Steps should also be taken by staff to monitor as well as encourage the provision of more opportunity for student involvement in the educational process. The implementation in 1982-83 of staff review of lesson plans of instructors was a positive step. Nevertheless, the continued use by some instructors of lecture and drill to the exclusion of learning activities that more actively involve students in the learning process is not in the best interests of reaching the academic goals of the program.

3. Because of the possibility of considerable variation in the numbers of students tested from pre to post, a different analytical treatment of test scores in subsequent evaluations is recommended.

PHBAO SCHOOL READINESS
LANGUAGE DEVELOPMENT PROGRAM
SECTION C

SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM

A Prekindergarten Program for
Predominantly Hispanic, Black, Asian, and Other Non-Anglo Pupils

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June 1983

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INTRODUCTION

Background

In October 1977 the Los Angeles Unified School District submitted a student integration plan titled Integrated Educational Excellence Through Choice to the State of California Superior Court. The plan described several programs specifically designed to meet the needs of pupils attending schools with Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) pupils, and to help alleviate the adverse conditions associated with segregation. The Crawford decision identified the following areas as harmful consequences of segregation: low self-esteem, low academic achievement, interracial intolerance, and lack of access to postgraduate educational and employment opportunities.

The School Readiness Language Development Program (SRLDP) and 12 other programs designed to relieve the harms of segregation were approved for implementation in spring 1979.

The SRLDP responded to three of the four segregation consequences listed in the Crawford decision. The SRLDP Prekindergarten Skills Inventory Profile included prekindergarten experiences preparing pupils for future success in the regular academic school program, self-image, and multicultural awareness activities. It is impossible at this time to measure the relationship between the prekindergarten experience and postgraduate educational and employment opportunities. According to recent research, preschool education contributes to the child's success in school and commitment to education, which may result in higher educational attainment, occupational status and income.[1]

Description of the Program

Goals

The SRLDP provided classes for both preschool-aged children and their parents. The two major program goals were:

- To improve children's ability to listen with understanding, speak effectively, and use appropriately a wide range of vocabulary in the syntax of Standard English
- To help parents in predominantly Hispanic, Black, Asian, and other non-Anglo schools positively facilitate the prekindergarten child's developmental potential.

Participants

Pupils aged 3 years 9 months to 4 years 9 months, attended classes staffed by one teacher and two education aides or two teacher assistants. Parents attended classes taught by specially trained parent instructors that emphasized parenting skills. The district administrative staff consisted of an administrative coordinator, two advisors from the Office of Student Integration Options (formerly Integration, Planning and Management), and one advisor from the Adult Regional Occupational Centers/Programs Educational Division (formerly Career and Continuing Education Division).

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[1] L. J. Schweinhart and D. P. Weikart, *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15*, High/Scope Press, Ypsilanti, Michigan, 1980, p. 63.

Organization

Pupils attended class 2 hours a day, 4 days a week. Each program had one teacher and two aides or two teacher assistants teaching two SRLDP classes a day Monday through Thursday. Each class contained a maximum of 15 pupils. Parent volunteers helped reduce the pupil--adult ratio. Classroom instruction emphasized concept development, listening, speaking, vocabulary, and comprehension skills of the children.

During the school year, each program received 10 classes taught by a parent education instructor assigned by the Adult Regional Occupational Centers/Programs Educational Division. The program placed instructional emphasis on language development, physical development, nutrition, health and safety, emotional and social development, effective discipline, intellectual development, and learning experiences at home and away from home.

On Fridays, the teachers, education aides, and teacher assistants planned program activities, held parent conferences and classes, and attended district, region, and on site staff development sessions.

The Student Integration Options' staff provided administrative services for all the School Readiness Language Development Programs.

EVALUATION DESIGN

The SRLDP had a 2 year design written in fall 1981. This report describes the second year. The 10 annotated evaluation questions, listed below, include both implementation and progress data. Questions 1-5 describe the program implementation. Questions 6-10 discuss progress data. Data collection procedures follow each question. The report organization centers around the evaluation questions. The findings section also includes a data collection timeline and a description of instruments.

Organization of the Evaluation

Implementation Evaluation

The implementation evaluation centered around these five questions:

1. To what extent was the SRLDP implemented according to the plan submitted to the court?
2. To what extent were the recommendations made in the year-end reports implemented during the following school year?
3. To what extent were the roles and responsibilities of the administrators and advisors of the SRLDP performed as planned?

Interviews with administrators, survey forms, and observation of program activities were used to collect the data needed to answer questions 1 through 3. Findings will also describe where the program was implemented, the number of schools in each area, and the criteria for selecting school sites.

4. What staff development needs were identified by the principals, teachers, parent education teachers, education aides, and teacher assistants? To what extent were these needs included in the staff development sessions planned for the year?

A needs assessment survey, questionnaires, and interviews with administrators were used to answer question 4.

5. What changes in program organization and structure were made during the school year? What were the changes made, and with what results?

Data on changes in program organization were collected through interviews, observation, and questionnaires.

Progress Evaluation

The progress evaluation centered around these five questions:

6. How do the children in the SRLDP compare academically with other preschool-aged children?

A sampling of SRLDP children was tested with the Cooperative Preschool Inventory, and the results were compared with national norms to answer question 6.

7. What progress did SRLDP children make in school readiness skills?

The children's progress was measured by the results of the testing program, and a summary of the skills assessed with the SRLDP Skills Continuum.

8. What benefits did parents derive from the parent education program?

The parent education program was assessed with questionnaires for participants and their instructors.

9. How beneficial were the staff development sessions provided for teachers, education aides, and teacher assistants?

Data collection for the staff development sessions included needs assessment and evaluation forms completed by participants.

10. How did the teachers, education aides, teacher assistants, parents, and region advisors feel about the program?

Questionnaires completed by each of the groups listed were summarized to answer question 10.

FINDINGS

1. To what extent was the SRLDP implemented according to the plan submitted to the court?

The court approved 125 SRLDP classes organized according to the structure outlined in the previous section titled "Description of the Program."

In fall 1982, 121 programs operated in 98 schools. Twenty-three schools had 2 programs. Eight schools implemented new SRLDP classes in the fall. During the second semester, 1 program was added making a total of 98 schools, 122 programs, and 24 schools with 2 programs.

Many SRLDP schools qualified for additional federal, state, and district programs including: 49 educationally impacted schools (EIS), 21 year-round schools, and 49 Bilingual Classroom Teacher Program (BCTP) schools.

In the last 2 years, 40 schools and 47 SRLDP classes were added. Region superintendents determined SRLDP sites using interest in the program, space accommodations, and ability to obtain sufficient pupils as criteria for selection (Table 1). The selected schools followed the organizational structure described in the plan submitted to the court.

2. To what extent were the recommendations made in the year-end reports implemented during the following school year?

The 1981-82 year-end report listed seven recommendations. Most of these recommendations were put into effect during the 1982-83 school year. The report suggested that both the SRLDP Prekindergarten Skills Inventory Class Profile and the Individual Pupil Profile use a consistent scoring procedure. The profiles were modified and now both use the same scoring system.

The report also recommended the teachers receive questioning skills instruction in order to encourage verbal interaction, generate discussion and encourage the use of complete sentences. Two district staff development meetings included several communication skills

Table 1

School Readiness Language Development Programs:
Region Summary, 1982-83

School	Region								Total
	A	B	C	D	E	F	G	H	
With One SRLDP	17	20	21	14	1	5	15	5	98
With Two SRLDPs	2	4	6	3	0	0	7	2	24
Total	19	24	27	17	1	5	22	7	122

Note. Table based on information furnished by the Office of Student Integration Options.

discussions. The discussions emphasized human relations and communication, "Enabling Behaviors"--an overview of questioning skills with examples for preschool teachers, and questioning skills related to Bloom's Taxonomy. A follow-up discussion was planned for the 1983-84 school year.

Revising the parent education curriculum by simplifying the number of topics included in each session was advised. The curriculum was rewritten this year. Many of the sessions still contained several objectives, but an asterisk identified the most salient objectives. The revised curriculum included: concise lesson plans, suggested discussion questions, parent activities, and sample materials in English and Spanish for distribution.

The fourth recommendation involved conducting a longitudinal study of the SRLDP participants to determine if their preschool experience facilitated their academic progress as compared with their peers. Survey of Essential Skills (SES) results for former SRLDP pupils were included in question seven of this report.

If parent education and bilingual education techniques were again listed as high priority topics on the needs assessment, it was recommended that staff development sessions be provided in these areas. The first district staff development meeting included a session about the parent education curriculum. At the conclusion of the meeting, however, the participants rated parent education--ideas for parent workshops as their highest priority. At the following meeting, the teacher's packet included a memo suggesting agendas for monthly parent sessions. SRLDP teachers demonstrated bilingual language techniques using the Foundations for Learning materials during another staff development.

The 1981-82 report recommended parent education teachers be allowed to teach approved topics not included in the basic 10 lessons, but which reflect the special needs of parents in the school. The current curriculum allows the parent teacher to decide the content of the last session. Several previously successful suggestions were given.

Finally, the report advised that the amount of pupil teacher interaction, pupil-pupil interaction, and the use of questions generating discussions should be increased. In the classes observed this year, this area continues to need improvement.

3. To what extent were the roles and responsibilities of the administrators and advisors of the SRLDP performed as planned?

During the 1982-83 school year, the SRLDP central administrative staff consisted of an administrative coordinator and three district advisors. The administrative coordinator supervised several PHBAO programs in addition to the SRLDP. The coordinator monitored the program, formulated policy, organized staff development meetings, coordinated support services from district and outside sources, supervised curriculum and instruction, and directed the advisors. The duties listed above were performed on a year round basis. During the summer months, policy bulletins and plans for the following year were made. The coordinator directed all phases of the program throughout the year.

Two district advisors working directly with the administrative coordinator observed SRLDP classes, served as a resource to teachers, provided demonstration lessons, planned staff development meetings, communicated with region advisors and school staffs, and served as resource personnel to parent education teachers and parents of SRLDP pupils. The duties listed above remained unchanged from last year. In addition to these responsibilities, the advisors arranged visits to resource centers, served as a resource to region advisors, disseminated curriculum information, attended parent education classes and staff meetings, and provided on-going planning with administrative coordinator. Assigned to "B-Basis," the advisors started working the last week of August, and worked 2 weeks after school closed. They spent 4 days a week observing SRLDP classes and acting as a resource to teachers. On Fridays, they planned, implemented, and participated in district and region staff meetings. All the duties listed above were performed as planned.

A third district advisor assigned by the Adult Regional Occupational Centers/Programs Educational Division worked with the parent education program scheduling parent classes, assigning and processing parent teachers, conducting parent teacher staff meetings, observing parent education classes, and serving as a resource to teachers and region advisors.

Region advisors assigned to PHBAO programs assisted the district staff by organizing region meetings and monitoring SRLDP classes in their regions. As members of the steering committee, region advisors assisted in planning and implementing district meetings, and providing input to guide program improvement. The reduction in region staff and district policy limiting the number of meetings advisors attend outside the region, resulted in low attendance of region advisors at steering committee meetings. The district advisors serving as liaisons distributed minutes of the steering committee to the region advisors. The committee did not receive input from all region advisors.

4. What staff development needs were identified by the principals, teachers, parent education teachers, education aides, and teacher assistants? To what extent were these needs included in the staff development sessions planned for the year?

On October 8, teachers, parent teachers, education aides, and teacher assistants attending the SRLDP district meeting completed a needs assessment form (See Appendix). Principals did not attend the SRLDP meetings this year, because district policy limited the number of off-campus morning meetings for administrators.

The SRLDP steering committee used the information provided by the needs assessment when organizing the district staff development sessions.

The participants rated 12 topics on a scale of 1-5, where 1 represents a low need to learn more about the topic, and 5 a high need. Table 2 lists the staff development topics and the median ratings given by the participants. The topics rated with the highest need were: ideas for parent workshops, integration of content materials with language development, and language development theory, and classroom suggestions. Development of the preschool child, instructional techniques for aides, recruitment and participation of parents in classroom activities, and classroom techniques for promoting self-concept and human development followed closely.

On the back of the form, the participants wrote additional suggestions for future staff development sessions. The responses summarized below include the number of similiar responses in parentheses:

1. Not all of the sessions were relevant to parent education teachers and education aides. (9)
2. Obtain speakers from the Gesell Institute and Pacific Oaks College. (3)
3. Suggest materials and lesson plans for SRDLP teachers to use in their monthly parent education meetings. (3)
4. Discuss utilization of aides in the classroom and how teachers and aides must work cooperatively in discipline. (2)
5. Increase the number of small group presentations, audio-visual presentations, and "hands-on" activities. (2)

Table 2
Needs Assessment Ratings by Participants

Topics	Median Score (ranked)
Parent education	3.9
Integration of content materials in language development	3.8
Language development theory and classroom suggestions	3.7
Development of the preschool child	3.6
Instructional techniques for aides	3.6
Parent volunteers	3.6
Self-concept and human development	3.6
Bilingual language development	3.4
Classroom management	3.4
Instructional techniques for movement education	3.4
Effective use of aides	3.3
Articulation with the kindergarten program	3.2

Note: The 12 statements were rated on a scale of 1-5, where 1 = low need to learn more about the topic, and 5 = a high need. N = 231. Table based on form SR 403.

6. Include presentations on library books, nutrition, block play, nursery rhymes, rhythms, multicultural lessons, and techniques for teaching beginning skills. (1)

Four SRLDP district meetings for teachers, parent teachers, aides and teacher assistants were held during the school year. Speakers provided information on the following topics: parent education curriculum, pupil field trips, classroom instruction, learning centers and classroom organization, theme teaching, Foundations for Learning materials (bilingual), storytelling, language development, motor skills, music, self-image, communication, and questioning skills.

For the second time, a special staff development meeting was presented for education aides and teacher assistants. This paraprofessional meeting included a reading readiness skills workshop, reasoning skills session, and discussion groups.

Ten of the 12 staff development topics on the needs assessment were presented at least once in the five district sponsored meetings. The use of parent volunteers and articulation with the kindergarten program were not discussed. Teachers were, however, given a memo describing methods for acquainting parents with their role as volunteers. Articulation with the kindergarten program was rated the lowest priority.

Table 3 lists district staff development topics and the number of meetings per school year where the topics were discussed since 1979. For the last two years, emphasis was placed on program information and evaluation, language, self-concept, and orientation meetings for new teachers.

5. What changes in program organization and structure were made during the school year? Why were the changes made, and with what results?

During 1982-83 SRLDP organizational changes included program expansion, curriculum modifications, steering committee alterations, and parent education program revisions. Nine schools implemented new SRLDP classes this year expanding the program from 113 programs during 1981-82 to 122 programs this year. Since 1980-81, 47 SRLDP programs were added.

Curriculum modifications involved revising the SRLDP Prekindergarten Skills Inventory, adding optional curriculum materials, providing school journeys, and reducing the instructional materials account (IMA) for some schools. During the 1981-82 school year, SRLDP teachers used a comprehensive continuum of oral language skills (SRLDP Prekindergarten Skills Inventory) to assess the pupils. For the 1982-83 school year, the continuum was revised, eliminating repetitions, rewording some skills, and making the scoring procedures for both the class profile and the individual profiles consistent. These changes resulted in easier scoring.

Table 3

List of Topics
SRLDP District Sponsored Meetings

1979-1983

	Number of meetings per school year				
Topics	Spring 1979	79-80	80-81	81-82	82-83
Program Information and Evaluation	1	2	3	6	5
Curriculum	1	1	2	1	1
Perceptual Motor	-	-	1	-	1
Language	-	5	5	1	7
Math	-	-	-	2	-
Science	-	1	-	1	-
Self-concept	-	-	-	3	1
Art	-	-	1	-	-
Music	1	-	1	2	1
Parent Involvement	1	4	4	2	1
Orientation for New Teachers	-	-	1	3	1
Publishers Exhibit	-	-	1	-	1

Note. Information based on program data from Student Integration Options' Office.

At one of the district meetings, several SRLDP teachers introduced and demonstrated the Foundations for Learning materials after field testing them in their classrooms. The optional Foundations for Learning kit provided bilingual materials and additional holiday ideas not included in the Peabody Early Experiences Kit (PEEK) required for SRLDP classes. The lessons for both kits were correlated to the original SRLDP Prekindergarten Skills Inventory allowing teachers to choose from a variety of sources when preparing their lessons. Approximately 40% of the teachers liked the materials and purchased them.

Two theme teaching units--The Farm and The Circus were also distributed to teachers this year. Three SRLDP teachers developed the units using a central theme to provide a framework for directed lessons, learning center activities, outdoor activities, and ideas for parent involvement. The directed lessons included social studies, language, science, music, and art activities. All activities were correlated with the SRLDP Prekindergarten Skills Inventory. At the November district meeting, the curriculum writers demonstrated farm unit activities. The activities, materials, and resources were suggestions for interested teachers. According to the teacher questionnaire, the teachers were pleased with the units and used the materials.

SRLDP pupils for the first time this year received approval for school journeys to provide educational oral language experiences. Each program was allotted three school journeys during the school year with the cost of transportation and admission fees subtracted from the program's IMA. Teachers received procedural bulletins and instructions at the beginning of the year. The teachers have requested school journeys since the program began in 1979, and appeared pleased to have the opportunity this year. The majority of teachers scheduled school journeys during the year.

All SRLDP programs have an IMA to purchase instructional equipment, supplies, nutrition, and school journeys. In the past, all programs received the same amount of money. During 1982-83, programs that began in the school year 1981-82 and after received the full $2,400. Programs that began prior to 1981-82 received $1,600. The funding for older programs was reduced because the teachers ordered many non-consumable materials suitable for several years of use. Newer programs continued to receive a larger share of money because they had not accumulated a large supply of instructional materials.

The SRLDP steering committee comprised of teachers, education aides, parent teachers, and region and district advisors planned district meetings and provided input about curriculum, policy, and program functioning. In the past, as many as eight meetings were held during the year. Because of district policy attempting to minimize the number of District meetings, only four meetings were held this year. As a result, the district advisors assumed responsiblity for more of the district meeting preparation.

Revisions in the parent education program included parent commitment forms, teacher presented parent meetings, and a revised parent education curriculum. Sample parent commitment forms were distributed to the schools last year. The forms described the goals of the SRLDP, and by signing the form, the parent indicated a commitment to send their child to class and a willingness to participate in the parent classes. Use of the forms was optional, so not all schools required parents to sign them. Schools that prepared commitment forms found they had varying success. In some cases the school followed the commitment strictly and insisted parents or adult substitutes attend class if the child remained in the program. Other schools practiced greater leniency. Consistency varied from school to school.

In addition to the 10 parent classes scheduled by the Adult Regional Occupational Center/Programs Educational Division each SRLDP teacher held 7 monthly parent meetings. The SRLDP teachers introduced, reinforced, and extended the parent curriculum, and trained parents to participate as classroom volunteers. These meetings kept the parents involved in the program when not attending the 10 scheduled parent classes and allowed parents to become familiar with the SRLDP teacher and the classroom. The SRLDP district staff kept a list of parent meeting dates from each school.

A revised parent education curriculum was introduced and used this year. The new curriculum simplified the number of topics, provided lesson plans, suggested discussion questions, and included sample materials in English and Spanish for distribution.

An evaluation of organization and structure should include a description of the SRLDP classrooms. Observations were conducted in 18 classrooms (15% sample) and the results included here as part of program implementation. The checklist used during the observations assessed the room environment, classroom organization, communication interaction, and other aspects of the class (See Appendix).

All of the classrooms observed, provided an adequate number of supplies for the children present. Ninety-four percent provided learning activities appropriate for stimulating concept development and instructional materials appropriate for preschool-aged children. Eighty-nine percent of the rooms appeared attractive, organized, and efficient. Eighty-three percent presented PEEK language lessons (required by program) and stressed skills from SRLDP continuum (required).

All classes provided adult directed activities, a variety of curriculum materials to develop language, language practice for pupils, and situations where the adult spoke and the pupil listened. Eighty-nine percent of the teachers allowed the children sufficient time to respond, gave positive verbal reinforcement, provided child centered activities, and allowed situations where the child spoke and the adult listened.

Teachers modeled complete sentences, encouraged the use of complete phrases and sentences, and encouraged the children to interact verbally with others in 83% of the classes. Teachers asked questions which generated answers requiring more than one or two words, and children initiated conversation with other children in 78% of the SRLDP classes. In 72% of the classes, children initiated conversation with the teacher outside of teacher directed activities. Teachers asked questions generating discussion in 44% of the classes. Simple recall questions were the most prevalent. Open-ended problem solving questions were rare.

6. How do the children in the SRLDP compare academically with other preschool-aged children?

7. What progress did SRLDP children make in school readiness skills?

Pupil progress information was obtained from the Cooperative Preschool Inventory, teacher judgement on the SRLDP Prekindergarten Skills Inventory Profile Summary, and Survey of Essential Skills for former SRLDP pupils.

Cooperative Preschool Inventory

This year was the fourth year the Cooperative Preschool Inventory (CPI) was used as a pre and post assessment of pupils. The CPI, a brief assessment and screening procedure for children 3 to 6 years of age,was originally developed to measure achievement in areas considered necessary for school success.

Test items include: verbal and motor response items related to personal awareness, knowledge of body parts, knowledge of social roles, general knowledge, quantitative knowledge, following simple and complex directions, and perceptual motor coordination. The standardization population included children who participated in Project Head Start and other preschool training and intervention programs.

SRLDP teachers administered the CPI during October to a sample of 464 pupils enrolled in 116 programs. Several year-round programs were eliminated from the sample because their classes started in July and by the pretest date, these children had received over 2 months of instruction, (more than the majority of the program children). The 464 pupil sample represented the 95% confidence level. Four pupils from each program were randomly selected from the class roster. The classroom teachers supervised the test administration. Available in both English and Spanish, tests were administered in the pupil's home language. In cases of bilingual pupils, the teacher determined the pupil's dominant language (See Appendix).

Although the CPI norm table was designed for individual pupil scores, the median test scores of the SRLDP pupils were analyzed according to age distribution for comparison with national norms. Grouped by age and based on median scores, English-speaking pupils' scores ranged from the 63rd percentile for the 3-0 to 3-11 age group to the 76th percentile for the 4-0 to 4-11 age groups. (Age: 5-5 means, for example, 5 years and 5 months old.) The scores of the Spanish speaking pupils ranged from the 62nd percentile for 4-0 to 4-5 age group to the 72nd percentile for pupils 4-6 to 4-11 (Table 4). Both groups scored above the 50th percentile--the national median.

The posttest was administered during May and June to 377 children from the original sample. Transiency and illness made the remaining 87 children unavailable for testing. The pre-and posttest age groups represent unmatched scores. As a result of maturation during the course of the year, the pupils fell into different age groups for the posttest. Children pretested in English scored at or above the 63rd percentile in all age groups. On the posttest, they were at or above the 97th percentile. Children pretested in Spanish scored at or above the 62nd percentile. On the posttest, Spanish speaking pupils scored at or above the 97th percentile (Table 4).

The test data were also analyzed according to language and sex using a mean percentage correct score. Both English and Spanish speaking pupils improved markedly from pre to post--26 and 33 percentage points, respectively (Table 5).

Similar strong patterns of improvement were apparent when results for girls were compared with boys' results, by language (Table 6).

Table 4

Cooperative Preschool Inventory Raw Scores
and Percentiles by Language and by Age,
1982-83

Group	N	Mean	Median	National Norm Percentile Based on Median
		Pretest		
English				
3-0 to 3-11	35	30	28	63
4-0 to 4-5	133	36	37	76
4-6 to 4-11	75	41	42	76
5-0 to 5-5	1	49	-	-
Spanish				
3-0 to 3-4	26	21	21	67
4-0 to 4-5	114	29	29	62
4-6 to 4-11	80	33	32	72
		Posttest		
English				
4-0 to 4-5	19	55	57	99
4-6 to 4-11	109	53	53	97
5-0 to 5-5	74	56	57	97
Spanish				
4-0 to 4-5	11	48	51	98
4-6 to 4-11	85	49	50	98
5-0 to 5-5	79	51	53	97

Note. There are no cases for pretest Spanish, ages 5-0 to 5-5, or posttest English and Spanish, ages 3-0 to 3-11. In some cases normal chronological progression moved the children into the next older norm group for interpreting posttests. Table based on program data.

Table 5

Cooperative Preschool Inventory Scores,
by Language, 1982-83

Group	N	Median	Mean	Mean Percentage Correct
		Pretest		
English Speakers	244	38	37	58
Spanish Speakers	220	30	29	45
Total	464	33	33	52
		Posttest		
English Speakers	202	56	54	84
Spanish Speakers	175	51	50	78
Total	377	54	52	81

Note. Table based on program data.

Table 6

Cooperative Preschool Inventory Scores by Language and by Sex, 1982-83

Group	N	Median	Mean	Mean Percentage Correct
		Pretest		
English				
Boys	138	35	36	56
Girls	106	39	39	61
Spanish				
Boys	106	28	28	44
Girls	114	31	30	47
Total				
Boys	244	32	32	50
Girls	220	34	34	53
		Posttest		
English				
Boys	114	55	53	83
Girls	91	56	55	86
Spanish				
Boys	82	48	48	75
Girls	93	54	52	81
Total				
Boys	196	53	51	80
Girls	184	55	54	84

Note. Table based on program data.

SRLDP Prekindergarten Skills Inventory

The 1980-81 SRLDP steering committee developed a comprehensive continuum of skills titled the SRLDP Prekindergarten Skills Inventory. During 1981-82 the teachers used an experimental edition. For the 1982-83 school year, the continuum was revised eliminating repetitions, rewording some skills, and making the scoring procedures for both the class profile and the individual profiles consistent.

The prekindergarten continuum included the following 11 skill areas: motor skills, visual discrimination and memory, auditory discrimination and memory, language, mathematics, science, social studies, art, music, self-image, and work habits. Many of these skills are included in the LAUSD kindergarten continuum and are introduced or mastered by pupils at the kindergarten level.

At the beginning of the year, the teachers received a class profile listing the skills across the top, with space for pupil names along the side. The marking procedure required teachers to indicate when the pupils were introduced to the skills and when they achieved the skills. Limited English proficient pupils were also identified. Individual profiles containing the same skills as the class profile were placed in the cumulative folder for each pupil.

In May, SRLDP teachers summarized the progress of seven pupils by tallying the number of pupils who achieved the majority if not all of the skills in each major area. The selected pupils were the first seven pupils on the class roster who attended 90 days or more of SRLDP classes. One-half of the teachers chose pupils from their morning class and half reported pupils from their afternoon class. From the 122 programs, 118 evaluation forms were returned making a maximum possible total of 826 pupils in the sample. Motor skills had the largest number of pupils mastering 51% or more of those skills, with 803 of 826 pupils attaining mastery. Work habits followed closely with 797 pupils attaining mastery. Auditory discrimination and memory skills appeared to be the most difficult with 639 pupils attaining mastery. Social studies skills were also difficult to master with only 674 pupils achieving the skills (Table 7).

Last year's assessment also indicated the largest number of pupils mastered motor skills and work habits. The most difficult skills to master were auditory discrimination and memory skills, and social studies skills.

Survey of Essential Skills (SES)

The SES testing program based on California Assembly Bill 65 (September 1977) and District Board of Education Communication No. 7 (August 1978) requires elementary pupils (including LEP pupils in bilingual classes who began English reading by the end of the second school month) to be assessed annually in reading, mathematics, and written composition. Data from the spring 1982 SES testing were used in the following section.

Table 7

Prekindergarten Skills Inventory Summary:
Pupils Attaining Mastery in 51% or More of the Skills,
1982-83

Skill	English Speaking Pupils	LEP[a] Pupils	Total	Percentage of Pupils
Motor Skills	429	374	803	97
Visual Discrimination and Memory	400	341	741	90
Auditory Discrimination and Memory	362	277	639	77
Language	395	316	711	86
Mathematics	391	302	693	84
Science	408	336	744	90
Social Studies	375	299	674	82
Art	422	353	775	94
Music	413	358	771	93
Self-Image	415	347	762	92
Work Habits	420	377	797	96

Note. Maximum total possible was 826 pupils for the 118 forms returned. Table based on form SR 423.

[a] Limited English Proficient.

In order to determine the sustaining effects of the preschool experiences a longitudinal look at former SRLDP pupils was necessary. The children who participated in the first SRLDP classes in spring 1979 received only 8-10 weeks of instruction before school closed. These pupils were second graders in spring 1982. The SRLDP class of 1979-80 participated in the first full year of SRLDP implementation. These pupils were first grade pupils in spring 1982. SRLDP rosters identified pupils enrolled in the program during the two periods described above. Pupils with no preschool, head start, or children's center experience were determined by a parent survey sent to schools with SRLDP classes during 1979 and 1980. Because of this, the number of pupils in the SRLDP and kindergarten only (no preschool experience) groups were not equal. A small number of SRLDP pupils remained in the same schools resulting in a small sample for this study.

District SES scores were reported using the mean percentage correct. This report, therefore, used the mean percentage correct in order to compare the sample with district data. In reading, the mean percentage correct for former SRLDP first grade pupils was the same as the district score, and pupils with no preschool experience. Former SRLDP second grade pupils, scored higher in reading than both the total district, and pupils with no preschool experience (Table 8).

Table 9 provided data on the SES math scores. First grade former SRLDP pupils did better than the district as a whole, but scored lower

Table 8

1982 Survey of Essential Skills (SES) Results--Reading Former SRLDP Pupils Compared with School Sample and District Scores

Group	No. of Pupils	No. of Questions on SES	Median	Mean	Mean Percentage Correct
Grade 1					
SRLDP	439	28	25.48	24.37	87%
Kindergarten only	134	28	25.22	24.35	87
District	28,964	28	--	--	87
Grade 2					
SRLDP	226	36	30.63	29.24	81
Kindergarten only	195	36	29.56	27.14	75
District	30,412	36	--	--	79

Note. Median and mean district scores were not available.

Table 9

1982 Survey of Essential Skills (SES) Results--Mathematics
Former SRLDP Pupils Compared with School Sample
and District Scores

Group	No. of Pupils	No. of Questions on SES	Median	Mean	Mean Percentage Correct
Grade 1					
SRLDP	444	32	30.82	29.65	93%
Kindergarten only	143	32	30.83	29.99	94
District	28,964	32	--	--	92
Grade 2					
SRLDP	226	48	42.74	41.36	86
Kindergarten only	194	48	43.24	41.42	86
District	30,412	48	--	--	86

Note. Median and mean district scores were not available.

than the sample. Grade two SRLDP pupils, pupils with no preschool experience, and the district, received the same mean percent correct score.

In composition, former first grade SRLDP pupils received the same score as the comparison groups. In grade two, former SRLDP pupils scored higher than pupils with no preschool experience, but lower than the district total (Table 10).

This data provided only one type of information about former SRLDP pupils. The academic potential, social and emotional maturity, and commitment to learning were not examined.

8. What benefits did parents derive from the parent education program?

The parent education curriculum at each school consisted of 10 lessons. The Parent Education Office determined the lesson objectives and provided resource materials in English and Spanish. Topics discussed in the lessons included: parents as teachers; language development; physical growth and development; nutrition, health, hygiene, and safety; emotional and social development; discipline; intellectual development; and learning activities at home, and away from home.

The school year was divided into three quarters and one-third of the SRLDP schools conducted parent education classes during each quarter. During the second and third quarters, the parents who participated in the classes completed evaluation forms at the conclusion of each session. The two sections of the forms were designed to assess the objectives of each lesson. The first section asked parents to indicate if the listed objectives of the program were discussed. The second section contained content questions related to the identified objectives (See Appendix).

Table 10

1982 Survey of Essential Skills (SES) Results--Composition Former SRLDP Pupils Compared with School Sample and District Scores

Group	No. of Pupils	No. of Questions on SES	Median	Mean	Mean Percentage Correct
Grade 1					
SRLDP	435	24	22.25	20.96	87%
Kindergarten only	135	24	22.14	20.84	87
District	28,964	24	--	--	87
Grade 2					
SRLDP	228	38	33.79	32.82	86
Kindergarten only	189	38	34.32	32.48	85
District	30,412	38	--	--	87

Note. Median and mean district scores were not available.

The parents indicated that the objectives of the lessons were discussed. Ninety-six percent or more of the parents responded positively to questions regarding the objectives discussed at each session.

Knowledge of the lesson content was assessed by 4-6 multiple choice, or true and false questions. This section included at least one question for each objective.

In the sessions which discussed parents as teachers, and learning activities parents may provide for children, the majority of the questions were answered correctly. The parents, however, appeared to need more information about the purpose of the SRLDP, and the types of activities which provide learning experiences for children in the home.

In the areas of intellectual development; physical growth and development; and health, hygiene and safety, the parents answered all the questions with 85% or more accuracy.

In the four remaining sessions the majority of questions were answered with 80% or more accuracy. For questions regarding the following topics, however, the number of correct responses fell below 80%: the order in which communication skills are learned, children's social relationships, children's nutritional needs, and effective forms of discipline.

The last questionnaire asked the parents several questions about the classes in general. Of the 804 respondents, 100% found the classes they attended informative, and indicated they learned techniques they could use with their children. Ninety-nine percent felt the classes increased their ability to help their child. According to respondents, they attended an average of eight parent classes.

Four open-ended questions were also included on the last evaluation form. When asked if there were any topics not covered in the parent education classes that they would have liked to discuss, the overwhelming majority of the parents indicated they were pleased with the sessions and felt all essential topics had been discussed. Sex education, first aid, English, child abuse, problems of single working parents, and stress were suggested by a few participants.

The parents offered the following recommendations for improving parent education classes next year: field trips for parents and children, child care for infants, outside speakers, more films in English and Spanish, extension of the class time, increased parent attendance, holding classes earlier in the school year, and bilingual teachers.

The last question asked the parents what they now did differently with their child as a result of what they learned in the parent education classes. Most of the responses indicated the parents spent more time with their children, listened to the children, used more patience when interacting with children, taught the children at home, changed their discipline practices, and began cooking balanced meals.

The responses to these open-end questions were very similar to the answers received last year.

9. How beneficial were the staff development sessions provided for teachers, education aides, and teacher assistants?

Question 4 described the staff development needs identified by the teachers, parent teachers, aides and teacher assistants, and the extent to which these needs were met by the district meetings. This section will describe how the participants reacted to the meetings.

The SRLDP staff provided the district staff development meetings to develop the skills and knowledge of the participants. Program policy required all SRLDP teachers, parent teachers, education aides, and teacher assistants to attend the four district meetings. The steering committee composed of region advisors, district advisors, teachers, education aides, teacher assistants, and parent teachers contributed to the staff development planning.

The staff development participants completed evaluation forms at the conclusion of each meeting (See Appendix). Summaries of this data were sent to the administrative coordinator. The steering committee used the information when planning the remaining meetings. All the forms included statements related to the purpose and content of the meeting. The participants rated the statements using the following 5 point scale:

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree

The participants wrote comments and suggestions on the back of the form.

In responding to statements about the meetings in general and the usefulness of the techniques presented, the participants rated the meetings with median scores ranging from 4.3 to 4.5. Last year, the median scores for similar statements ranged from 4.5 to 4.7. The self-image discussion during the May meeting received the highest median rating of 4.8. A storytelling session during the March meeting received the lowest rating of 4.1. The participants appeared generally pleased with the quality of the district meetings. They preferred active participation in the sessions to lecture and gave high ratings to sessions where speakers demonstrated practical techniques easily adapted to the classroom.

In addition to the four staff meetings described above, the district staff organized special meetings for new SRLDP teachers, education aides, and teacher assistants. The new teachers orientation meeting provided information about SRLDP guidelines, parent education program, PEEK materials, purchasing information, SRLDP program guide, evaluation, and Foundations for Learning. The teachers listed the following areas as the most valuable aspects of the meeting: explanation of basic program and procedures, classroom visitations, and the question and answer period. The sessions mentioned as most helpful for program implementation were the PEEK demonstration, general program information, classroom visitation, and exchange of ideas. The teachers expressed interest in more information about opportunities to share ideas, classroom visitations, lesson plans, parent education strategies, scheduling, classroom procedures, and teaching techniques.

For the second year, the education aides and teacher assistants attended a special meeting in the spring. The Bilingual Paraprofessional Training Program Staff provided information about developing auditory reading readiness and reasoning skills. The program also included discussion groups and a session evaluating the role of education aides and teacher assistants. The role of the education aide and teacher assistant discussion received the highest median rating of 4.7. The information provided in the reading readiness workshop was rated least favorably with a 4.1 median score. The statement ". . . this staff development meeting provided me with helpful information," received a 4.2 median rating. Last year, the same statement about a similar workshop received a 4.6 rating.

Region advisors also organized and presented staff development sessions designed specifically for the needs of the teachers and children in the region. The topics presented and the number of meetings varied from region to region. Topics of discussion included: science, preschool outdoor activities, learning centers, parent education, self-esteem, child abuse, math, manipulatives, child development, music, and language development.

10. How did the teachers, education aides, teacher assistants, parents, and region adivsors feel about the program?

Staff Questionnaires

Region advisors, teachers, education aides and teacher assistants, and parent teachers completed year-end questionnaires assessing the SRLDP. Staff questionnaires required the respondents to rate several statements on a scale of 1-5, where 1 = strongly disagree,and 5 = strongly agree. A yes or no response was needed for the parent questionnaire. All questionnaires included one or more open ended questions on program strengths and suggestions for improvement.

Region Advisor Questionnaire. Only 4 region advisors completed questionnaires (50%). Their median ratings indicated they were pleased with the room environment in the SRLDP classes (4.5), designed region meetings addressing the needs of teachers (4.5), and were pleased with the instructional program and pupil progress (4.2). Last year, SRLDP room environment received the lowest rating. This year, regular communication with the Student Integration Options Office, pupil progress in oral language development, effectiveness of staff development, and participation in the steering committee received the lowest median rating of 4.0.

The advisors listed the curriculum and continuum skills, experienced teachers, staff development and parental involvement as strengths. Suggestions for improvement included: more classes, and greater region support to allow them more time for participation of SRLDP activities.

It was also recommended that more staff development on the levels of questioning was needed.

Teacher Questionnaire. The 101 classroom teachers overwhelmingly agreed this was a successful year for the pupils. Pupils improved their abilities to listen with understanding and to express themselves orally, increased their usage of new vocabulary words. Teachers felt the field trips provided valuable learning experiences. The lowest median ratings were assigned to parental volunteer support, practical assistance from the advisors, and monthly parent classes taught by the SRLDP teacher. The SRLDP teachers rated classes taught by the parent teachers higher than the monthly classes taught by themselves (Table 11).

The teachers listed many significant strengths for the program. The strengths repeated most were: parent involvement, district and region staff development meetings, the administrative support of the district and region advisors, preparing the children to be successful pupils, cooperation among staff, parents, and children, small class size, educational aides and teacher assistants, funding for materials, planning time, and developing the childrens' positive self-image. Points for improvement included: scheduling more "make and take workshops," providing competent bilingual parent education teachers, simplifying the continuum, holding separate meetings for teachers and educational aides, expanding the program, increasing instructional time, and planning fewer meetings.

Table 11

Teachers' Median Ratings of Year-End Evaluation Questions

Statement	Median
This was a successful year for the children	4.9
The children improved their ability to listen with understanding	4.8
The children improved their ability to express themselves orally	4.8
The children increased their expressive vocabulary	4.7
The district and region staff development meetings effectively increased my skills and knowledge	4.3
The SRLDP advisors gave me practical help in organizing and managing SRLDP classes	4.2
The parent visitations and observations were advantageous for parents	4.4
The parents supported the SRLDP by volunteering to help in the classroom	4.1
Classes taught by the parent teacher successfully showed parents useful ways to help their children	4.6
The Circus and Farm Curriculum Units were practical additions to the SRLDP curriculum	4.4
The field trips provided valuable learning experiences for the children	4.8
The monthly parent classes I taught were beneficial for parents	4.2

Note. Median rating is based on a scale of 1-5 where 1 - strongly disagree, 3 = neutral, and 5 = strongly agree. Table based on form SR 424. N = 101.

The following topics were suggested for staff meetings next year: science, music, art, motor skills,block play, additional theme curriculum units, "make and take" workshops, ideas for monthly parent meetings, ideas for testing skills, and methods for increasing parent involvement.

When asked if the school journeys (field trips) were an asset to the instructional program, an overwhelming majority of teachers said yes. They felt the experiences were beneficial for the children as a basis for developing language and providing experiences outside the immediate community.

Teachers made the following recommendations for next year: decrease the number of meetings, start all parent education classes in the fall, simplify the pupil profile form, and provide more classroom visitations to outstanding programs.

Teachers were asked to list the noteworthy points about the monthly parent sessions they taught. Most felt nothing was exceptional, but many mentioned they had the opportunity to learn about the parents and get to know them.

Parent Education Teacher Questionnaire. The parent teachers found the revised Parent Education Instructional Guide, useful, and felt it provided appropriate information for parents. The parent teachers also conferred regularly with SRLDP teachers about the parent classes. The effectiveness of the "quarter system" organization and presenting 10 consecutive weeks of parent instruction as an aid to class attendance received the lowest ratings (Table 12).

Parent teachers felt the strengths of the SRLDP parent education program included: cooperation between SRLDP teacher and parent teacher, parent involvement in the program, and the improved parent curriculum.

Suggestions for improving the organization or content of the parent classes included: starting some type of parent training in all classes during the fall, and providing only two 10 week sessions instead of three.

The parent teachers suggested the following topics for next year's staff meetings: creativity, art, strategies for dealing with stress, multicultural issues, and providing separate meetings for parent teachers during district meetings.

Education Aide and Teacher Assistant Questionnaire. The education aides and teacher assistants indicated this was a successful year for the children and themselves, that the SRLDP teachers provided weekly staff development for them, and that they were given opportunities to increase their skills. The lowest median rating was given to the region staff development meetings (Table 13).

Table 12

Parent Education Teachers' Median Ratings of Year-End Evaluation Questions

Statement	Median
The parent component of the SRLDP was organized successfully	4.6
The parent classes taught parents useful ways to help their children	4.7
Observing SRLDP classrooms was beneficial to the parents	4.1
The parent education advisor gave me practical help in organizing the parent classes	3.8
The district SRLDP staff development meetings increased my skills and knowledge	4.3
The "quarter system" organized classes effectively	3.2
Presenting 10 consecutive weeks of parent instruction aided class attendance	3.3
The parent education teacher inservice sessions provided useful information	4.2
Class attendance met program guidelines	4.4
The revised SRLDP Parent Education Instructional Guide provided appropriate information for the parents	4.8
I conferred regularly with the classroom teacher about the parent classes	4.8
The revised Parent Education Instructional Guide was useful for me as a parent teacher	4.9

Note. Median rating is based on a scale of 1-5 where 1 = strongly disagree, 3 = neutral, and 5 = strongly agree. Table based on form SR 426. N = 14.

Table 13

Education Aides' and Teacher Assistants' Median Ratings of Year-End Evaluation Questions

Statement	Median
This was a successful year for the children	4.7
This was a successful year for me as an education aide/teacher assistant	4.8
The majority of my time was spent working directly with the children in the program	4.6
I worked with small groups of children during the instructional period	4.6
The district staff development meetings effectively increased my skills and knowledge	4.6
The region staff development meetings gave me useful information	4.4
The classroom teacher gave me weekly staff development (explanation, instruction, and guidance)	4.7
I have been given opportunities to increase my skills as an education aide/teacher assistant	4.7

Note. Median rating is based on a scale of 1-5 where 1 = strongly disagree, 3 = neutral, and 5 = strongly agree. Table based on form SR 427. *N* = 128.

Education aides and teacher assistants listed the strengths of the SRLDP as providing necessary skills for the children, funding to buy materials, learning how to work and talk with children and the staff meetings. Recommendations for improvement entailed: spending more time working with children, revising the continuum, planning fewer meetings, and defining the role of the education aide and teacher assistant. Suggestions for staff development included: assertive discipline, more inservice classes, science workshops, increased parent participation, and self-image sessions

Parent Questionnaire

SRLDP teachers distributed questionnaires to the parents of children participating in the SRLDP. The forms were returned to the Research and Evaluation Branch by school mail. Parents returned 1,992 (54%) questionnaires. The form included 13 questions requiring a *yes* or *no* response and an open ended question requesting program comments and recommendations. The forms were printed in English and Spanish. Ninety-nine percent of the respondents indicated their child talked about school experiences, the experiences contributed to the child's language development, that they would like to have the SRLDP at their school next year and, were pleased with instruction in the preschool classes. Parents responded that the children benefited from participating in the SRLDP, and improved their speaking ability (98%); that they were notified about the parent classes (97%); and that they visited their child's classroom and talked with the SRLDP teacher (95%). The lowest score was 79% indicating the percentage of parents who volunteered to work in the classroom (Table 14).

Table 14

Parent Responses to Year-End Evaluation Questions

Question	Percentage Responses of	
	Yes	No
Did your child benefit from participating in the School Readiness Language Development Program?.................	98	2
Does your child tell you about his/her experiences at school?..	99	1
Did these experiences contribute to your child's language development?..................................	99	1
Were you pleased with the instruction in the preschool classes?......................................	99	1
Has your child's speaking ability improved?.............	98	2
Have you visited your child's classroom this year?.......	95	5
Have you talked with the teacher about your child?.......	95	5
Have you worked as a helper in your child's classroom this year?....................................	79	21
Were you notified about the parent education classes?..	97	3
Did you attend any of the parent education classes offered during the year?..............................	87	13
Did you use any of the ideas from the parent education classes with your children at home?...........	90	10
Did the parent education classes increase your ability to help your child?............................	93	7
Would you like to have the School Readiness Language Development Program at your school again next year?......	99	1

Note. Table based on form SR 422 . N = 1992.

The parents wrote numerous comments, suggestions, and letters. The overwhelming response was positive. The parents stated they were pleased with the academic progress, growth, and maturity of their children as a result of the program. They enjoyed the parent classes and felt the SRLDP teachers were excellent.

CONCLUSIONS

Based on the findings listed in this report, the SRLDP successfully accomplished its goals to improve the language ability of the pupils and to instruct the parents. The program followed the organizational structure outlined in the court plan. The recommendations made in the 1981-82 report were implemented, although the influence of these changes such as the art of questioning inservice may not be seen until 1983-84. The administrative staff performed their roles as planned and monitored the program's progress.

The steering committee incorporated the information provided by the needs assessment when organizing the staff development sessions. The participants appeared generally satisfied with the quality of the district meetings although the ratings were lower than last year.

Organizational changes included curriculum modifications, steering committee alterations, and parent education program revisions. Many of the program changes resulted from teacher suggestions and the year-end report recommendations. The changes implemented resulted in greater program efficiency.

The pupils in the CPI test sample showed great progress. Pupils pretested in English scored at or above the 63rd percentile in all age groups. On the posttest, they were at or above the 97th percentile. Pupils pretested in Spanish scored at or above the 62nd percentile. On the posttest, Spanish speaking pupils scored at or above the 97th percentile.

Teachers, education aides and teacher assistants, parents, and region advisors completing questionnaires expressed positive attitudes about the SRLDP. In summary, the SRLDP accomplished its goals to provide appropriate learning experiences for pupils and parents.

RECOMMENDATIONS

The SRLDP staff implemented almost all of last year's recommendations. The findings of the 1982-83 evaluation suggested a few areas where improvement would be beneficial. For continued positive program growth, the following recommendations were made.

1. Include parent education instructional techniques and use of parent volunteers in the district staff development sessions if they are again listed as high priority topics on the needs assessment.
2. Provide staff development instruction on teaching techniques for auditory discrimination and memory skills and social studies skills. These are the skills achieved by the lowest number of pupils.

3. Survey the education aides and teacher assistants to see if they want another meeting exclusively for paraprofessionals and if so, what topics they wish discussed.

4. Prepare a questionnaire to survey SRLDP school administrators and teachers about the progress of former SRLDP pupils. Include data in longitudinal summary.

5. Rotate the parent education schedule so that the same schools do not have parent classes during the second and third "quarters."

6. Continue inservice instruction on questioning skills. Observe SRLDP classes to see if pupil-teacher interaction, pupil-pupil interaction, and the use of questions generating discussion increases.

7. Involve region advisors in the program as much as possible. Continue written correspondence and telephone communication regarding steering committee discussions.

8. Prepare and distribute a correlation of activities from the PEEK based on the revised SRLDP Prekindergarten Skills Inventory.